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THE NORTH CAROLINA TEACHER.

VOL. VIII. RALEIGH, SEPTEMBER, 1890.

NO. I.

EUGENE G. HARRELL,

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Editor.

THE DEATH OF ELEANOR DARE.

(AN ECHO FROM CROATAN.)

BY MISS S. A. TILLINGHAST, RALEIGH, N. C.

Take the child, dear husband, I will rest;
I never more will take her on my breast
And scan the sea for coming of the sails
That never come. Alas! my poor heart quails
Sadly over this, our little one!

Two weary years I've looked for father's ships
With straining eyes, and sadly parching lips—
The struggle's o'er, my precious father lies
Beneath the treacherous sea. In dreams I see his eyes
Wild staring,—as if he saw our fate!

We came to this fair land a home to make.
Its very sunshine mocks me! For thy sake
I left on England's soil all that was dear
Except thyself. My faith is failing. Fear
For the future is more than I can bear.

My precious babe! thy mother's life
Is lost to thee; she sinks before the strife
The future has in store;—the end
Is come. That God will raise a friend
For thee, is now thy mother's prayer.

Thy hand,—my husband, let me hold thy hand—
And,—kiss me,—as I step upon the strand—
That leads me to the lovely heavenly land—
Where—we—in light—shall—stand.

[For The North Carolina Teacher.]

CONSERVATISM AND PROGRESS.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

It has been the hard lot of reformers generally to be reckoned not only disturbers of the peace, but radical and lawless, as despising not only of matters of prescription and established usage, but of the essential principles of human conduct and the immutable authority of the Divine law. The Apostles were accused of turning the world upside down. The great Protestant reformers of the sixteenth century were not only regarded by the ruling authorities of their own day, in church and state, as dangerous innovators and daring rebels, equally against the laws of God and man, but they are so regarded by many now.

The true reformer cannot but be so regarded when the established order is a departure from the primitive and the just—the order divinely ordained and “yielding homage only to eternal laws.” The real difference between the reformer and the revolutionist, or radical, is that the reformer is a restorer, the revolutionist a destroyer. You might as well designate the artist who should take one of the pictures of the great masters, so faded by time and neglect as to be hardly “distinguishable in member, joint or limb,” in color or feature, and simply rub off the accumulated and ingrained dust, and possibly touching up the colors so as to bring them out plainly, as destroying the picture, as to say of

men who are removing the accretions of ignorance, error and passion, and giving us back the true face of Divine revelation, or of a civil constitution, that they are revolutionary. The true reformer is the true conservator, simply because he restores things to their primitive state and function. There is, indeed, as real a tendency to disintegration, rust and decay in things religious and in things civil, as in things natural: not in their germinal principles, not in their essential characters, but in their actual, if not in inevitable deterioration, because of the abuses and perversions to which everything, however wise and good, is exposed. Perpetual vigilance is the price equally of liberty and truth, of pure religion and of free government.

The let-alone policy is the truly dangerous policy, and if long persisted in, the inevitably fatal. As a bright metal will grow dim by exposure to the atmosphere, so will a bright truth by exposure to the errors and corruptions of men. There is profound truth in Lord Bacon's aphorism

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The let-alone policy is the truly dangerous policy, and if long persisted in, the inevitably fatal. As a bright metal will grow dim by exposure to the atmosphere, so will a bright truth by exposure to the errors and corruptions of men. There is profound truth in Lord Bacon's aphorism that Time is the greatest innovator. Everything needs to be overhauled now and then, to be set right and to be kept right. Bacon and Burke were two of the very best illustrations of the spirit of intelligent conservatism and real progress—progress under just conditions and in the right direction. Lord Bacon was a reformer in philosophy, in natural science, embracing both its principles and its processes. There probably never lived a nicer observer, or one who referred a phenomenon or a fact more readily and accurately to its generative principle or controlling law. Indeed, his death is said to have been due to his exposure in handling snow for philosophical uses.

Burke began by defending the colonies, because, in vindicating their action, he believed he was affirming the immemorial principles of British freedom. He ended by denouncing in terms of such splendid eloquence as can never die, the horrible excesses of the French Revolution,

which, with a prescience itself the sovereign prerogative of genius, he had discerned and foretold from the beginning. But in both he was consistent, and his consistency has been tested by time and proved by Providence. The French people have never recovered from that tremendous debauch, when, as Lord Byron said, in terms more vigorous than delicate, "France got drunk with blood to vomit crime." This nation, in many respects, in genius, and valor, in graceful courtesy and unstudied kindness, surpassed by none, is even now at sea in all its highest interests, religious and secular. It is like Coleridge's Mariner:

"Alone, alone; all, all alone—
Alone on a wide, wide sea!"

May God have mercy upon her, and give her truth and peace, penitence for the past and faith for the future! If she had united with her just indignation at centuries of hateful and relentless wrong the recognition of God and reverence for his law with her brilliant courage and inexhaustible energy, if, in a word, she had united a wise conservatism with an enlightened progress, she would not be as now, an object of pity to the generous and of scorn to the cruel.

PROFESSOR RALPH H. GRAVES.

TRIBUTE BY MR. W. J. PEELE, RALEIGH, N. C.

(DELIVERED IN PRESENTING STUDENTS' MEMORIAL TABLET AT COMMENCEMENT, 1890.)

Some months ago Mr. Noble, of Wilmington, and some others, students of the University, conceived the idea that the former pupils of Professor Graves would be glad of the privilege of raising some permanent testimonial of their regard for their teacher, and of their affection for the man.

Communication with such as came first into their minds speedily confirmed them in their opinion of the estimation in which he was held. Whether from North Carolina, or from the distant plains of Texas, or from the National Capital, or from the busy cities of the Northwest, their letters all breathe the same spirit of respect. I hold in my hand a list of the names of those who have asked and been granted the privilege of erecting this tablet. Upon the tablet of the hearts of his pupils I find written these words:

“Sacred to the memory of R. H. Graves; just in every relation of life, faithful in every duty he undertook to perform.”

The first time I ever saw Professor Graves was in September, 1875. His pale face, his thin and slightly compressed lips, his great, swelling brow and forehead, his meditative manner, and his quick, earnest gaze, impressed me then that he was the most intensely intellectual man I had ever known. Nor was this impression lessened as time wore on, and the fire of his genius, which was consuming away all that was mortal of him, left upon his face in still stronger lines the handwriting of his Maker. Pre-eminent as a mathematician, he was hardly less to be admired for his success in inspiring his classes with an enthusiastic love for work. He rarely complimented and never flattered. The most the best of us could get was generally a sort of grunt of approval, but we were anxious enough for that.

The secret of his success as a teacher was his intense zeal and earnestness, coupled with his absolute justice and great diligence in grading. Like his Great Task-master, he rewarded everyone strictly according to his works, and it was well known among the students that he could not be swayed by fear, favor or affection, reward or the hope of reward. They had the utmost confidence in his sense of justice in all matters. One time, when a batch of students had been expelled, discussion and difference arose among

some as to the justice of the sentence upon one of them, somebody called out, "I wonder how old Ralph voted." This seemed to flash new light upon the solution, for when it was ascertained that, in all human probability, he voted to expel, I never heard the sentence questioned further.

He was singularly free from what we term an emotional nature. He took little pleasure in religious fervor and excitement. This caused him to doubt, sometimes, if his faith in the Great Architect of the Universe was like that of other men. The truth of the matter is, that the physical being, which in other men contributes so much to all pleasure, in him was wasting before the fire of genius.

We are accustomed to mourn with greater grief over those whose day of life is ended at mid-noon, and whose evening quickly descends in cloud and sorrow, but it is not for us to say that such a day is less useful in the economy of nature than one which rides full orb'd to the sunset of old age.

His day was brief, but it was bright—if it was short, it shined.

His life of usefulness is ended, his great labor done, and old nature hath taken her tired child, wasted with over-work, back into her bosom to rest till he be restored unto an immortal life by the long, deep sleep of death.

THE WORD METHOD "AS SHE IS TAUGHT."

It was near the close of my first term of "keeping school" when I was struck by the educational wave then passing over the country. I began an exhaustive study of the "word method." I think I read nearly everything available on that subject before the close of the year, and when the next school year opened I was ready and anxious

to put my theories into practice. The school term did not begin until late in the Fall, so it was near Thanksgiving-time before I had any subjects to operate upon.

I began with the picture of a hen, and, in harmony with the best educational thought, I elicited from the pupils the word "hen." I wrote it on the board. The pupils read it with a shout. The class, as I could readily see, was on the high road to knowledge. In the course of about three lessons they had learned to read, "The hen," and were ready for a new word, the word "fat."

Agreeable to the best authority, I desired to draw out the word "fat" from them, and not to suggest it myself. I showed them the picture of a desperately poor hen—one that had been fed on an Aultman-Taylor straw-stack. Then I showed them picture of a "Buff-Cochin," and called for the difference. The differences suggested were as numerous as the feathers on the Aultman-Taylor hen, but no one thought of the word "fat."

At last I hit upon an expedient, and I can still feel the smile of satisfaction which I felt as I rapidly approached the full development of the word "fat." "What great day comes next week?" was asked. "Thanksgiving!" was the prompt answer. "And what are you going to have for dinner Thanksgiving?" "Chickens," shouted the six, who were becoming intensely interested.

"Now, if you go out with your father on the night before Thanksgiving to get a hen for your Thanksgiving dinner, what kind of a hen will you get?" The class paused—all but one. Little Walter Bolinger was always ready, and his eyes were beaming with triumphant enthusiasm as he waved his hand above his head and snapped his fingers. "Well, Walter, what kind of a hen would it be?" "A rooster!" shouted Walter in a voice that could easily be heard in the adjoining district.

I left the "Very good," which was on my tongue's end, unsaid—and everything else unsaid, for several minutes.

However, I recovered my breath in due time, but have been more or less conservative on the "word method" ever since. *Hæc fabula docet* that some good methods may be carried too far.—*Western School Journal*.

WHAT A PRONOUN DID.

Dr. M. S. Terry, a Methodist Episcopal minister, delights to tell the story of a brother minister who used to be in the Indiana Conference. He was a most estimable man, but he had an incurable habit of adding a pronoun to the name of any person of whom he was speaking. Instead of saying "John Smith is a great man," he would insist on saying, "John Smith he is a great man."

One Sunday he arose and announced his text: "The devil he goeth about like a roaring lion, seeking whom he may devour."

Looking impressively over his gold bowed-spectacles, he began:

"Brethren and sisters, my subject naturally divides itself into three heads: First, who the devil he is?"

The congregation was slightly startled, but preserved due decorum.

"Secondly, my brethren, where the devil he is going?"

And old class-leader put his head down and stuffed a bandana in his mouth. The choir shook, and a little girl in the gallery tittered.

"Thirdly, my brethren, what the devil he is about."

This was too much for the congregation, and for once there was a peal of laughter in that church. The Quarterly Conference discussed the matter at its next meeting, but the pastor still sprinkles his pronouns promiscuously.

ALWAYS APPRECIATE.

Teachers should take notice of the small efforts children make toward being better. In little ways they often strive very hard to show their love for a teacher or for each other. Oftener than not a hero in a book has awakened the little mind to a desire to lay some foundation for noble character, upon which it scarcely knows where to begin. In its own small way it thinks that bringing a bunch of flowers may do something towards its being more of a man or woman, or it may be opening a door or handing a fan. If the action be accepted as a matter of course, the little actor thinks it cannot have been anything after all, and perhaps it lets the impulse go by the next time. As the school-life is only the great preparatory department for real life, it is a teacher's place not only to encourage these little acts of thoughtfulness among the children, but to stimulate them to it. It should be part of her thought to speak to the little ones about these things. Tell them about having pleasant, cheerful ways at home, and encourage every attempt made in that direction, whether in school or not. There is no joy equal to that felt by a child when told that its efforts are seen and appreciated, so that it has a place that could not easily be filled.—*Selected.*

METHODS.

Good teaching is direct, economical, and effective effort to accomplish clearly defined purposes with the pupils who are under instruction. Its excellence does not consist in its novelty, nor in its cleverness, nor in its peculiar methods, but in its effectiveness for the specific end in view and in the wisdom with which this end is conceived.

This very evident truth is in danger of being lost sight of in the pursuit of new and ingenious methods; and not a few of the aids for teachers published in special journals for their use help to obscure it. They tend to substitute hap-hazard glitter for substantial and consecutive work. They seem to say, "Here is a fine thing all in shape for use, take it into your school-room to-morrow and see if the children will not enjoy it." Many of them are pernicious in their very form.

Here, for example, is a lesson all worked out in the form of a dialogue between teacher and pupil. If it is used just as it stands it destroys the individuality of the teacher and makes the exercise a mummery for the pupil, since the printed answers must be put into his mouth to make the exercise go off properly. The matter of many of these is thoroughly trivial, and the manner of them characterized by a sickly smartness and goodishness which are very obnoxious. Such helps are pernicious.

There is no place in any well-regulated school-room for these made-to-order lessons. The best helps for teachers are those which lead them to think upon the purposes of their work and how most effectively to attain them. Those who cannot profit by such helps ought not to be found teaching.

No educational journal can do your planning and thinking for you; and by attempting to do it, it misleads you and weakens you. If it is judiciously edited it may suggest to you new devices for accomplishing your ends, but you must see how to use them and when. Too many even of these may do harm, since teaching is for the most part straightforward work, not cunning contrivances.

Some exercises helpful to teachers may also be proposed—language exercises, arithmetical problems, exercises in reading, geography and so on. For the most part these are suggestive, rather than exhaustive. Ingenious teachers

can invent others of the type for their own use as they need them. Endless exercises can be devised in sentence building, false syntax, fractions, etc., but they have only a limited use. They are incidents of teaching, not its main reliance; good if wisely used for definite purposes, but otherwise wasteful and perhaps pernicious.

The best helps are always those that help us to help ourselves; and this means that the best helps for teachers are not ready-made lessons to be gabbled off to classes, but discussions of principles, suggestions to be carried out in your own way, stimulating articles which quicken thought or enthusiasm, and whatever stirs you to think for yourself and put your own best thought and effort into your work.—*Wisconsin Journal of Education.*

[For The North Carolina Teacher.]

TEACHING PRIMARY ARITHMETIC.

BY MISS FLORENCE MOORE, REIDSVILLE, N. C.

A wise workman displays his skill and knowledge by a careful, close study and examination of the material with which he has to work, finding by so doing how each part may be used to the greatest advantage; and with no class of workmen should this be a more ruling principle than with architects of the human mind. Remembering the immortal material, the spark divine, with which we deal, no labor or pains should be spared to make ourselves as conversant with it as possible. Therefore, I deem it nothing but proper, that before introducing my subject we should take a hasty glance at a child's mind, see what faculties are cultivated by arithmetic, and then try to find the best way of doing this.

The object of mathematics being a development of the reasoning powers, how to do this should be kept constantly in view, even in the most primary grades. The mental faculty predominant during childhood is imagination, the reasoning powers being almost wholly latent, therefore all through the first two or three years of a child's school-life imagination must be installed as the guide of reason. This may be made useful in various ways.

Don't teach abstractly during the first and second years of a child's entrance into the school-room. Let this "don't" be the guiding principle of every primary teacher. It is my opinion that a great deal of time and energy are worse than lost through a disregard of this rule. There must be a strong appeal made to the senses of sight and feeling during the first two years, facts must be made as real as possible, things that the child can see or feel. For this reason material objects should be used whenever it is practical, be they shoe-pegs, splints, tooth-picks, it matters not.

We are to suppose the children to be without any knowledge of figures when they enter the primary teacher's domain, and we purpose to take them at this stage and show as clearly as we can just how much can be taught the first two years, and how this may best be done.

Every primary room should be supplied with a long low table laden with cubes composed of blocks, splints, marbles, and other material objects. Let the children gather around this, and, with teacher as supervisor, let them begin their first series of lessons, which must be confined entirely to grouping up to twenty, this number being the limit of all their work during the first year.

They should be taught to take in a group as a group. For instance, when they see a group of four marbles they must know it as four at once, without having to count them. The figures should be taught in connection with this grouping, each figure being to them simply a symbol of a group.

As soon as they are familiar with grouping up to twenty, show them how each group is composed. Let us take a group of six and see just how this may be done. Form two groups, one composed of five and the other of one, put them close enough together to show clearly that they form a group of six, and so on with all the combinations.

The children are now supposed to know how to make their figures up to twenty, and this knowledge may be utilized in busy work by board exercises, letting each figure be a representative of a group. There are several devices for doing this which may be left to the tact and ingenuity of the teacher.

As soon as the children are familiar with grouping let separation be taught, thus introducing the process of subtraction. This may be taught by putting groups before the children and then removing a certain number from the group; let the children state how many were taken away and how many left.

Now let them put both statements in one. After a great deal of drill in this the teacher may put the statement on the board, thus preparing exercises for busy work. In the process of separation use the child's imagination, letting him "play-like" the objects you use are animate things, things they see and come in contact with every day.

There is no question but that the children can take it in much more readily when this is done. I have found this to be eminently true with my more advanced classes. If you can get the child to put himself in the place of the grocer, the farmer, or A and B, represented in the problem, it will be found that they will think much more intelligently about it.

Multiplication should follow separation, and division multiplication, material objects being used constantly in all the operations.

This should embrace the work of the first year, and if this plan is followed the children will be thorough in all

the operations to twenty. Similar exercises in fractions may be introduced with very good results.

During the second year all the operations up to one hundred, and all the possible combinations up to twenty-six, should be taught, the same methods of instruction being pursued. The signs should now be taught, thus enabling the children to prepare original exercises. Give them simple problems, such as they would solve every day in buying their knick-knacks, thus making them *think*. Let them play store. Every teacher, by just a little trouble, may have a miniature system of merchandise, and there is no better way to teach arithmetic than this.

As the session advances, give them copying work in bills, having them at a later day reproduce them.

From the time the plastic minds of innocent childhood are placed under us for moulding and modeling, let us not fail to teach and impress the great problem of life, "What would it profit a man to gain the whole world and lose his own soul?" Lead the children to see how each day is nothing less than a process of addition and subtraction; that our lives either add to or subtract from our own or the happiness of others.

[For The North Carolina Teacher.]

TOO STRONG A STATEMENT.

BY M. L. J., NORTH CAROLINA.

In the March number of THE TEACHER, a writer, who styles himself "A Father," does a great injustice to Wentworth's and Wentworth & Hill's series of arithmetics by a sweeping criticism of the authors because there are "no plans nor methods" in Wentworth's Primary Arithmetic nor in Wentworth & Hill's Manual.

Of the Primary, he says: "There are forty-eight pages, work for three months or more, before the child is required to use figures."

Without entering into the merits or demerits of the book, let us see if the writer is not in error. True, there are forty-eight pages—forty-eight *very short* lessons—which ought to be learned in forty-eight days, or less, and do not require sixty (three months), or more. An error of twelve days, or more! “A Father” quit the study of Arithmetic too soon!!

He says: "Does not any sane man know that with the eye, the hand and the use of figures is the *true* way to learn arithmetic?"

He condemns the book because it asks the child to count sticks; thus, “| | | | |⁹ | | | | and | | | |⁹ | | | | | sticks are how many?” Is not that the use of the eye? As to the use of the *hand*, he is ambiguous. Does he intend for the child to take the sticks *in his hand* and count them, or to count them on his fingers? From either, or both, may the good Lord deliver us! “A Father” will please explain.

Further, he says: "This book [the Primary], like Wentworth & Hill's Manual, has neither rules nor models." Of course not. It is PRIMARY!

Wentworth & Hill's Manual is just what the authors say, in the preface, that it is: "This collection of problems is not intended to supplant text-books in Arithmetic, but to supplement them." Now our critic takes a *supplement*, and, upon an examination of it, condemns the authors because *it* "has neither rules nor models." "In this book the illustrations become no longer the helps, but the lesson itself." I put my judgment and experience in the school-room against his judgment and experience as a father, and say that he is mistaken.

This writer is using Wentworth & Hill's High School Arithmetic and Wentworth's Grammar School Arithmetic

in the class-room daily, and he says, without doubt, they are the best books of the kind he has ever seen; nor has he had any one, who has given them a thorough examination, to differ with him in opinion on that question. Instead of destroying self-confidence and self-reliance they create both. The "rules" are embodied in "models," and require that the pupil understand each step or he cannot proceed. The pupil is expected to show progress by *doing*, and then make his "rule," if he wants one. He can not meet his teacher with the reason that "the book says so," as is so common with other methods.

He must assimilate. He must *know*, and know that he knows, or fail.

IS THE SOUTH BEHIND?

The New York *School Journal* of August 9th says :

The absence of Southern educators was very noticeable at St. Paul this year. The election of Mr. Garrett will not overcome the want of interest in the association that is felt at the South. With the exception of a few cities, the methods at the South are many years behind those at the North; this is necessarily so. They are like a new country that lacks in material prosperity; they have little money to spend on schools, and little time to think of them, and then, besides, the subject of public free schools is a new subject at the South.

If they come to such a meeting, they find themselves with teachers who have studied the public school problem for half a century, who are from cities where the money is expended with a lavish hand, who discuss subjects with a power and from standpoints that are unknown to our Southern brethren. If it was a subject which demanded eloquence they would be at home, but it demands hard study and hard logic, and they know it and feel it.

But the time is fast coming when the material prosperity of the South will bring an era of educational prosperity. The Southern teachers will have mastered all the pedagogical knowledge possessed by the teachers at the North; then they will want to meet with us. We can wait for that time.

In reply to the foregoing article we desire to reply briefly to each statement in detail.

1. Southern teachers do not attend the National Association in large numbers because they are specially interested in developing and improving the schools of the South, and no such questions are ever considered or discussed in the National meeting. This need will be supplied in future by the work of the Southern Educational Association, recently organized at Morehead City, N. C., July 1-5, 1890. All the leading Southern teachers will be in attendance upon the next session of this Association, perhaps at Chattanooga, Atlanta or Lexington.

2. Results show the value of methods of teaching. The results in Southern schools are as satisfactory as those in Northern schools. Southern methods are as good as Northern methods because they produce results which are as satisfactory, hence our methods are none behind those of our Northern brethren, except, possibly, in novelty.

3. The subject of public schools is not new in the South. The question was considered, and the South moved in the matter of establishing public schools in 1776, many years before the North had ever thought of such a thing. This is not the only good thing which originated in the South and was adopted by the North. The movement for independence from Great Britain began at Charlotte, North Carolina, in 1775; a Southerner, Richard Henry Lee, of Virginia, moved in the second intercolonial congress that "the colonies are and of right ought to be free and independent;" a Southerner, Thomas Jefferson, drafted the Declaration of Independence; Southerners drew the Constitution, won the Revolution of 1776, also won in the war of 1812, and Southerners conquered all the Northwest Territory from Mexico. Another grand Southerner, Matthew F. Maury, by his skill in investigating the ocean currents, revolutionized the art of navigation throughout the civilized world. This record might be continued almost indefinitely. So it is not only in "eloquence" that Southerners "are at

home," but also in "hard study and hard logic," likewise in genius, statesmanship and intelligence; and it is not probable that Southerners do not know how to teach a school unless they learn it from the North!

4. We have never heard that Southern teachers were endeavoring to "master all the pedagogical knowledge possessed by the teachers at the North," nor did we know that *any* of them were seeking this beatific state of educational immortality. Even the thought of a possibility of such a prophecy finding fulfillment in the South is alarming to all Southern people who are interested in the permanency and prosperity of our public schools.

5. Southern teachers are always glad to meet with the brotherhood in the North, hence many of them visit the National Educational Association and the various summer schools throughout the North. Such meetings are very pleasant, but it is noticeable that the Southern teachers who get the biggest salaries, claim to be most progressive and think they have mastered the pedagogical knowledge of the North, are not the ones who attend the Northern meetings! The record will show that the Southern attendance comprises mainly the teachers of medium salary who simply want to take a trip for health, recreation and sight-seeing. They attend but few of the exercises of the Association, and rarely make any new acquaintances except from among the members of their own parties on the trip. Most of the people who attend the National Association from the South have nothing whatever to do with schools, and we presume that this is largely true also in regard to the attendance from the North.

The Southern Educational Association will discuss at the session next July questions upon which the teachers of the South have long desired to confer together. A cordial invitation is extended to our Northern brethren to be present.

CO-EDUCATION.

[We commend the following sensible words of Col. T. W. Higginson, recently published in *Harper's Bazar*, to every teacher in North Carolina, and to all other persons who are interested in the subject of education under the best possible conditions.—EDITOR.]

It is a good thing for a little girl to attend a school where boys are also sent. I believe heartily and fully in co-education. The Creator, who placed boys and girls together in families, where the association of brothers and sisters is mutually helpful, knew what was best for humanity. Wherever the experiment has been fairly and squarely tried, results show that school work can be carried on by classes of both sexes with an absence of silly self-consciousness, with a premature precocity, and to the advantage of both girls and boys.

If you want to see sickly sentimentality and absurd idea of "the gentleman," utterly false notions of love and marriage and life generally, go to a girls' seminary, where daughters and sisters are walled in and guarded as though their brothers were raging lions seeking whom they might devour. Also, if you want immorality, bad habits, low-mindedness, and disrespect for women, go to a boys' school where the same policy is observed. Take note also of another point: this system of isolation keeps the young people's thoughts upon each other, leads, therefore, to clandestine correspondence and evils of many kinds.

On the contrary, let them work together. There is no sentimental halo about the classmate who misses in his lessons, who blunders in his examples. There is no disrespect and scorn of "girls" from a youth who sees them well able to hold their own, and to stand beside, if not above, him in intellectual exercises. Besides this, it works in

another way almost as valuable; girls are broadened in their outlook on life, and boys are refined and civilized in their manners. Both learn the true, the honest, the natural way of looking at each other, and are prepared to enter life together as they should and must. Believe me! the Creator, who shows wisdom in the smallest atom that lives, did not blunder when he put boys and girls together in the arms of one mother, to come up under one roof.

THEORY AND PRACTICE.

Now the schoolma'am locks the school-house door,
And hangs up the school-house key,
And cuts a gown with many a gore,
And down to sew sits she.

And dreams of the time when higher pay
And office for life abide,
And every week brings a holiday,
And all bad boys have died.

She'll wake up to teach in a private school,
With never a cent her own,
And "tenure of office," that "lovely rule"—
She'll think on with a groan.

'Tis true the "super" is only one,
But handicraft's his cry,
So she'll train her hand from sun to sun
To make a perfect pie.

And she'll wonder oft as she spans his boys,
If she was born a fool.
To complain of work and worry and noise
When she taught a public school.

—*New England Journal of Education.*

IN THE SCHOOL-ROOM.

“SEVEN AGES OF MAN”—REVISED.

BY THE EDITOR.

“Seven Ages of Man,” ’tis often said,
Or else this proverb we somewhere read.

Let’s see—yes, seven ages we find
That make up the life of all mankind.

At first a “Baby”—oh! the parents’ pride!
And sweeter to them than all earth beside.

Next a “Kid,” just beginning to walk,
He is cutting teeth and learning to talk.

Then a “Child,” who loves out-doors to play,
Hunting up new mischief all the day.

Now a “Small Boy,” and from school he snaps
To hunt, romp and fish, and set his traps.

Next a “Boy,” and with rod, and dog, and gun,
He roams the woods from morn till setting sun.

Then a “Young Man”—the choicest time of life—
He loves the girls and wants to get a wife.

And last he fully grows to be a “Man”—
Too young to love and too big to tan.

TEACH YOUR pupils to believe in North Carolina, to love North Carolina and to know the proud history of the State.

WHAT TO TEACH YOUR DAUGHTER.

Teach your daughter the value of money. Teach her how to arrange the parlor and library. Teach her to say "No" and mean it, or "Yes" and stick to it. Teach her to wear a calico dress, and do it like a queen. Teach her how to sew on buttons, darn stockings and mend gloves. Teach her to dress for comfort and health as well as appearance. Teach her that tight lacing is uncomely, as well as very injurious to the health. Teach her how to cultivate flowers and make and keep the kitchen garden. Teach her to regard morals and habits and not money, in selecting her associates. Teach her to observe the old rule—"A place for everything, and everything in its place." Teach her the important truism that the more she lives within her income the more she will save, and the farther she will get away from the poor-house. Teach her that a good, steady, church-going mechanic, farmer, clerk, or teacher, without a cent, is worth more than forty loafers or non-producers in broadcloth.—*Exchange*.

KNAPSACKS FOR BOOKS.

The German doctors are exhorting parents to provide young girls between the ages of eleven and fourteen with knapsacks for carrying their schoolbooks, as the tendency of carrying them under the arm, or in portfolios, or bags hung from the arm, is to distort their figures. In many parts of Germany this equipment is already in use, and to the unaccustomed eye of the stranger nothing is more comical than suddenly to come upon a crowd of little girls trooping out of school, each provided with a knapsack for the march.

ENJOYMENT AT HOME.

Don't shut up your house, lest the sun should fade your carpets; and your hearts, lest a merry laugh should shake down some of the musty old cobwebs there. If you want to ruin your sons, let them think that all mirth and social enjoyment must be left on the threshold without when they come home at night. When once a home is regarded as only a place to eat, drink and sleep in, the work is begun that ends in reckless degradation.

Young people must have fun and relaxation somewhere; if they don't have it at their own hearthstones it will be sought at other, and perhaps at less profitable places. Therefore, let the fire burn brightly at night, and make the homestead delightful with all those little arts that parents so perfectly understand.

Don't repress the buoyant spirit of your children; half an hour of merriment around the lamp and firelight of a home blots out many a care and annoyance during the day, and the best safeguard they can take with them into the world is the unseen influence of a bright little domestic circle.

Put home first and foremost; for there will come a time when the home circle will be broken; when you will "long for the touch of a vanished hand and the sound of a voice that is still;" and when your greatest pleasure will be in remembering that you did all in your power to put a song under every burden to make each other happy.—*Albany Journal*.

A LESSON IN SPELLING.

Pay great attention! What does this spell—Ghough-phtheightteau? Well, according to the following rule, it spells—it spells—Do you give it up? It spells "potato," viz.: gh stands for p, as you will find from the last letters in

hic-cough; ough for o, as in dough; phth stands for t, as phthisis; eigh stands for a, as in neighbor; tte stands for t, as in gazette, and eau stands for o, as in beau. Thus you have p-o-t-a-t-o. Who will give us another?

BOIL IT DOWN.

Whatever you have to say, my friend,
Whether witty, or grave, or gay,
Condense as much as ever you can,
And say it in the readiest way;
And whether you write of rural affairs,
Or matter and things in town,
Just take a word of friendly advice,

Boil it down.

If you go spluttering over a page,
When a couple of lines would do,
Your butter is spread so much, you see,
That the bread looks plainly through;
So, when you have a story to tell,
And would like a little renown,
To make quite sure of your wish, my friend,

Boil it down.

When writing an article for the press,
Whether prose or verse, just try
To settle your thoughts in the fewest words,
And let them be crisp and dry.
And when it is finished, and you suppose
It is done exactly brown,

Just look it over again, and then

Boil it down.

*For editors do not like to print
An article lazily long,
And the general reader does not care
For a couple of yards of song;
So gather your wits in the smallest space,
If you want a little renown,
And every time you write, my friend,
Boil it down.*

EIGHT REASONS WHY SHE FAILED.

She could not control her pupils.

She was never satisfied where she was, consequently she did as little as possible there.

Her pupils did not respect her.

She had no interest in her pupils.

She was comfortable in a disorderly room, as it required less exertion than one neatly kept.

She scorned such things as teachers' meetings, and "never wasted her time at them."

She considered her pupils as so many machines which ground out her wages, and she had no idea she was not a good teacher.

She did not read THE NORTH CAROLINA TEACHER.

OF ALL DEPARTMENTS of school work, I should say geography covers the widest field, requires the greatest amount of information and pedagogical skill on the part of the teacher, at the same time giving the highest opportunities for the development of every faculty of the child's mind, curiosity, observation, perception, imagination and memory.—*Exchange.*

SOMEBODY.

FOR RECITATION.

“Somebody” was a little girl
Who had a curious way
Of ordering all her friends about,
Ten—twenty times a day.

“Oh, Mary,” she would say, “come here,
And brush my hair for me!”

And: “Jennie, please hang up my dress—
See, here’s the wardrobe key!”

And: “Oh, I’ve left my fan down-stairs;
Go, fetch it—that’s a duck!”

And: “Where’s my glove? Do find it, dear,
Oh, mercy!—just my luck!”

Or: “Horrors, there’s no water here,
Oh, won’t you fetch some, Kate?”

Or: “Here’s a pin, just catch my dress,
Please hurry, I am late!”

Or: “Lend me, quick, a pen, a stamp;
I’ve got this note to write!”

Or: “Whisk my dress off, will you, Bet?
The shoulder’s almost white.”

“Come here, go there, do this, or that!”
To every one she’d say;
And yet she was a charming girl
But for this curious way!

Maria J. Hammond.

EVERY AMBITIOUS teacher should read that remarkable book—the “Evolution of Dodd.”

THE TRUE TEACHER.

The true teacher has no pet theory nor patent method of teaching. He is ready at any time to abandon a plan as soon as he finds something better. He is always open to conviction. He is progressive, and aggressive, radical and even fanatical in the search for truth, yet conservative and cautious about adopting new methods until he has given them thorough study. He has a variety of plans and uses, different plans for different circumstances. He will not try to make a square block fill a round hole. He will find objections to all methods and adopt that which, after mature deliberation, he finds to be the least objectionable.

—*Lind.*

TEACHERS' HINTS ON READING.

Have the reading lesson studied in advance by the pupil. Encourage home reading. The good reader is the reader who reads.

Let the pupil read silently and then aloud. First gain the thought and then express it.

The teacher should read aloud often, both as a model and to make clear the sense.

Select the best newspaper from the literary and moral standpoint for school reading.

Require the substance of paragraphs and of whole pieces to be given in the pupil's own words.

The meaning of new words should be developed, sometimes by showing their use in sentences and sometimes by definition.

A vocal drill should precede the reading. This should be the key to the proper expression of the sentiment in pitch, force, time and quality of voice.

The proper sentiment is to be created by causing in the pupil a lively picturing of persons and places and of speech and action. Feeling is caused by knowing.

The pronunciation of difficult words should be taught by directing the children's attention to the syllables and letters as signs of sounds, and also by the example of the teacher.

The class should have a thorough drill on a few chosen pieces to create a standard of expression. This drill should be in concert to avoid diffidence; and individually, in order to secure independence and to give an opportunity for criticism.

This stage of reading requires much practice in reading aloud. This should be individual at first, but afterward concert reading is profitable, to secure correct time and pitch. The slow are thus quickened and the swift retarded; high voices are lowered and low voices are raised.

Emphasis and inflection should be taught mainly from within, that is, by leading the pupil to a clear comprehension of the thought, but at times example is best. A few rules, as for instance those relating to new or contrasted ideas, should be taught inductively. Drill on passages in the lesson and on the elementary sounds, to establish correct habits of inflection and emphasis, should not be omitted.—*Journal of Education*.

HAVE YOU carefully examined "The North Carolina Speaker"? Send fifty cents to Alfred Williams & Co. for a copy bound in cloth. You will like it.

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1890-'91.

OFFICERS:

CHARLES D. McIVER, President,	Raleigh.
EUGENE G. HARRELL, Sec. and Treas.,	Raleigh.

VICE-PRESIDENTS:

- | | |
|--------------------------------|---------------------------------------|
| 1. Hugh Morson, Raleigh. | 5. J. A. Holmes, Chapel Hill. |
| 2. J. J. Blair, Winston. | 6. Alex. Graham, Charlotte. |
| 3. J. B. Brewer, Murfreesboro. | 7. Mrs. Annie McGilvary, Statesville. |
| 4. J. Y. Joyner, Goldsboro. | 8. Miss Rachel Brookfield, New Bern. |
| 9. Miss Bettie Clarke, Oxford. | |

COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Tuesday, June 17th, 1891, continuing to June 30th.

ASSEMBLY ECHOES.

THE EDUCATIONAL EXPOSITION.

The first Educational Exposition held in connection with the regular work of the Teachers' Assembly was a success most gratifying. It was seen that the first floor of the Assembly building was most conveniently adapted to Exposition purposes, all the rooms being large, well lighted and ventilated.

Entering the building at the front door, the first room on the right contained the exhibit by the

AGRICULTURAL AND MECHANICAL COLLEGE, RALEIGH, N. C.

This was a most interesting display of the practical work of this excellent North Carolina institution. Prof. Weatherly had spent a whole day in placing and arranging the thousands of articles and drawings in the best manner for a careful examination by the visitors, and his skill and taste were quite noticeable. The exhibit embraced a very large number of practical working models of work in wood, consisting of steps, gates, fences, cornices, mantels, stairs, and every department of carpentry and joining. Specially attractive was a complete frame of a two-story house with window and door frames in position. The walls of the exhibition room were entirely covered with every conceivable kind of mechanical and architectural drawings to exact scale and specifications. The wood work and drawings were by boys in their first term at the College, and but few of them had ever before handled tools or drawing instruments. The work shown would have been creditable to any similar institution in the country, and gives abundant evidence of the value of this popular North Carolina institution.

Passing on down the hall to the second room on the right, we find the Art exhibit of

PEACE INSTITUTE, RALEIGH, N. C.

Miss S. Hoge Dinwiddie, the accomplished daughter of Prof. James Dinwiddie, the new president of Peace Institute, had so tastily arranged the forty-five beautiful pictures comprising the exhibit that the visitors were prone to linger long in a room so lovely and fascinating. Some of the very best work of pupils of the school was seen in the

crayon sketches, pastels, oil paintings, decorated china, screens, and table-covers, and comfortable seats had been placed in the room for the crowd of visitors that was always present whenever the door was open. We do not believe that the Art instruction at Peace Institute can be surpassed by any other school in the South, and the very handsome display of its work added hosts to its already large list of friends and admirers.

The next room on the right was occupied by the

SEA CLUB LABORATORY.

The Sea Club was organized by the Assembly at its session of 1889, and the affairs of the Club were placed in the official management of those most enthusiastic and scholarly Natural Science Professors, W. L. Poteat, of Wake Forest College, and Joseph A. Holmes, of the University. Under the inspiring guidance of these gentlemen the work of the Club had grown to such interesting proportions that it was deemed advisable to enlarge the facilities for investigation, hence the thoroughly equipped Laboratory which had been arranged by Prof. Poteat. The class of work which he did for the teachers and with the teachers during this session of the Assembly has charmed and instructed a great many progressive teachers, and has reflected the highest credit upon that splendid institution—Wake Forest College—of whose faculty Prof. Poteat is a member. The work was made even more valuable and interesting by the aid of a very fine Compound Acme Microscope, which was kindly loaned to the Assembly by Messrs. James W. Queen & Co., Optical Instrument Makers, of Philadelphia.

The fourth room on the right contained the splendid exhibit of school furniture by

BARTLETT, HAYWARD & CO., BALTIMORE.

The line was the celebrated "Soper School Furniture," and the exhibit comprised a completely furnished model school-

room. There were both single and double desks, stationary and raising lid, a teacher's desk, recitation settees, black-board, globe and maps. This practical and model desk attracted much attention, and the room was always filled with teachers and school officers making careful examination of the furniture.

Crossing the hall we enter the room containing a most interesting exhibit of the whole line of publications of the firm

D. C. HEATH & CO., BOSTON.

The exhibit was arranged by Mr. E. C. Branson, of Athens, Ga., and there was a constant rush of teachers examining the extensive line of educational publications which issue from this well known house. A large number of these books are specially for the use of teachers, being aids in teaching the various subjects. They are, however, now adding to their list a large number of text books for schools and colleges, written by some of the ablest authors in the country.

In the next room we find a very large exhibit of the World Type-writer. It is made by the

POPE MANUFACTURING CO., BOSTON.

The machine will do good and rapid work; can be easily learned, and is specially commended to teachers by reason of its cheapness, the price being only \$15. The work is as good as that done on a \$100 machine, though the speed may not be so great. Mr. J. T. Lambert had charge of the exhibit, and his patience in constantly and carefully explaining the operations of the machine was truly remarkable.

In this same room was an exhibit of practical school globes, manufactured by the

AMERICAN SCHOOL AND GLOBE SUPPLY CO., SENECA
FALLS, N. Y.

The line includes every style of globe that may be wanted in a school or college. They are first-class in manufacture, material and finish; are mounted on nickel frames, and will surprise you by their low price. A standard 6-inch globe for \$4; 8-inch for \$6; 12-inch for \$15, are specimens of prices.

Our visit to the Educational Exposition will be continued in next number of THE TEACHER.

EDUCATIONAL STATE PRIDE.

State pride is commendable from every point of view. It is the local spirit of patriotism; it makes home rule a fixed fact; stimulates home progress and exalts the citizen.

The good people of North Carolina carry this feeling into every line of action. In educational matters it is especially prominent. THE NORTH CAROLINA TEACHER is one of the best publications of its class in the South, and in it we find advertised such works as "The North Carolina Copy Books," "The North Carolina Practical Spelling Books," "First Steps in North Carolina History," "School History of North Carolina" and "The North Carolina Speaker."

All these books are written and published in the Old North State, and it will be noted that each one has North Carolina in its title.

When State pride is fostered in this way it goes without saying that the rising generation of North Carolinians will be devoted to their commonwealth. Home books for the people will lead them to make their home section independent of the outside world.—*Atlanta Constitution*.

EDITORIAL.

DON'T.

Don't, teachers! don't scold your pupils. Don't fret nor pout if everything seems to go wrong sometimes. Be patient. Above all, encourage your pupils, all who try to do good work, the dull ones even more than the brighter ones. You will stimulate the dull boy far more by praising his efforts than in abusing him for his failures. Have very few set rules for the government of your school, and don't notice every little violation even of those few regulations. An occasional whisper between pupils who habitually have good recitations will not disturb the school nor do any harm. Don't notice such whispering. Don't consume more time in governing your school than you give to teaching. Remember that your first and highest duty is to *teach*; a well taught school will generally govern itself. Try it.

WE WILL be glad to publish a brief report from every Teachers' Institute held in North Carolina. Will some teacher who attends kindly send us the items promptly, after each Institute, for publication?

THERE WILL be more pupils in the schools of our State this fall than at any other time within the past ten years. The crops are unusually good, and this improved condition of affairs encourages all our people to give more attention to the education of their children.

WE HOPE that the Fall term of your school "opens well," and that the outlook for the year's work is exceedingly

prosperous. If THE TEACHER can ever be of any assistance to you, don't hesitate to let us know it, and the service will be gladly and promptly rendered.

WE HAVE received a large number of guesses upon the population of North Carolina as it shall be shown by the census of 1890. Have you yet sent in *your* guess? It must be received by September 1st, to entitle you to the prize globe offered for the nearest guess.

THE FARMERS' ALLIANCES throughout the State are passing resolutions calling for the establishment by the State of a "Training School for Females" who desire to prepare themselves for teaching. Can our coming General Assembly ignore such a reasonable demand from the farmers? We hope not.

THE TEACHER should be a model in pronunciation for his pupils. If you use slang or incorrect pronunciation, so will your pupils. And can you censure them for it? We heard a teacher a short time ago give such an unusual and ludicrous pronunciation to the word "geography" that his audience could not repress a laugh. What do his pupils think when the teacher makes such a blunder?

OUR EUROPEAN sketches will be resumed in the next number of THE TEACHER. Just at this stage of the journey a chapter had been promised by one of the ladies of the party, and its failure to arrive caused a brief intermission in the publication of the "proceedings" of the tour. We greatly appreciate the many kind expressions of interest which our readers have taken in the preceding chapters.

THE *Southwestern Journal of Education* says: "St. Paul had the largest number of teachers from the Southern States that ever attended a Northern or Western meeting of the National Educational Association." The *New York School Journal* says of the same meeting: "The absence of Southern teachers was very noticeable at St. Paul this

year." It is hard for two prominent persons to see the same thing alike.

THE BOARD OF EDUCATION of Columbus, Ohio, has decided that hereafter there shall be no difference made in the salaries paid to men and to women who are teachers in the public schools. This is a move in the right direction. THE TEACHER has always claimed that equal salaries should be paid for equal work, whether the work was done by men or women. This is a "new method," which should be adopted by all school boards and others who employ teachers in the public schools.

THE TEACHERS are growing in influence in this State each day. And why? Because they are becoming more progressive, and they seek every means of mutual improvement. They attend in large numbers the Teachers' Assembly and the Institutes, and they are organizing Teachers' Councils throughout the counties. All these things combine to make the teachers think more of themselves, and of course everybody else also thinks more of them, consequently they grow in prominence and influence.

LET US make a few suggestions to teachers. 1. Would it not be a good idea for you to send to us for publication some brief information about your school? Your friends want to know where you are and what you are doing. 2. If you owe anything on your subscription to THE TEACHER would it not be well to send the amount when you begin to collect your bills for teaching? 3. If you are pleased with THE TEACHER suppose you take the trouble to say this to some of your co-laborers, and suggest that they also become subscribers. We will appreciate your friendly aid.

DID YOU ever realize how few people in North Carolina are sufficiently familiar with the words of our State song, "The Old North State," as to be able to sing it on any

occasion when it is desired? It ought to be among the first duties of every teacher in the State this Fall to require each pupil over ten years of age to memorize the words of "The Old North State," "Ho! for Carolina" and "My Country." There are numbers of times when these songs are wanted, and nobody knows the words of any of them. It ought to be impossible to have a gathering of North Carolinians, however small the number, which could not sing any of these State and National songs from memory, upon request.

THE CENSUS of 1890 seems to be a fraud as to the manner in which it was taken. It is claimed by those who know that no such neglect and carelessness was ever before seen in performing a public work. In North Carolina the so-called census will show perhaps 75,000 people less than the actual population of the State, and the grade of illiteracy will appear at least twenty-five per cent. greater than it really is. The State should have a new and correct census of North Carolina taken; the work would cost a few thousand dollars but the investment would be a most profitable one for all the interests of our State.

THE FARMERS' ALLIANCES throughout North Carolina are adopting resolutions asking that the taxes for public schools be increased so as to provide a four months' term each year, and that a Training School be established for girls who desire to become teachers. These demands are on the right line, they come from a very strong and important organization and should be heeded by our law-makers. The farmers are directly and indirectly the great tax-payers of our country, and when they ask that taxes be increased they mean it, and thus signify their willingness to bear their full and larger share of the burden. All honor to the farmers for their interest and zeal in behalf of public education.

ABOUT OUR TEACHERS AND SCHOOLS.

Miss Alice Woodall is teaching at Benson.

Miss Carrie B. Miller has a school at Maxton.

Miss Janie Hicks is teaching at Saluda, Polk County.

Miss Estha V. Leach is teaching at Egypt, Chatham County.

Mr. J. L. Carwile is teaching at Tuckasiegee, Jackson County.

Mr. Daniel Brokaw is principal of the Academy at Table Rock.

Mr. Oscar L. Sapp is teaching at Kernersville, Forsyth County.

Miss Emma Black has a ten-months public school near Concord.

Mr. J. E. T. Massey is teaching at Nicholson, Alamance County.

Mr. H. M. Warren has a good school at Mingo, Sampson County.

Miss Florence Presson is teaching at Piney Grove, Union County.

Mr. D. A. Baucom has a school at Pleasant Level, Union County.

Mr. D. L. Clements is teaching at Broad River, McDowell County.

Mr. John R. Miller has a school at Hannersville, Davidson County.

Miss Fannie Stafford is teaching a large public school near Concord.

Mr. L. F. High has a good school at Thomas, Northampton County.

Mr. J. A. Spence is principal of Fredonia Institute, Davidson County.

Miss Lettie McKay has a position as music teacher at Yadkin College.

Mr. Geo. W. Holmes is principal of the High School at Yadkin College.

Mrs. Carrie Brady is teaching the public school at Bunyan, Beaufort County.

Mr. A. E. Boothe and wife have charge of Globe Academy, Caldwell County.

Miss Anna V. Herring, of Duplin County, has a fine school in Saussy, Georgia.

Miss Rosetta Littlejohn has a good school at Ransom's Bridge, Franklin County.

Mr. A. A. McMillan is principal of the High School at Maxton, Robeson County.

Mr. X. W. McDiarmid will soon open a school at Saddle Tree, Robeson County.

Mr. Geo. Mewborn has a good school of thirty pupils at Institute, Lenoir County.

Mr. Jno. Graham has taken charge of the High School at Ridgeway, Warren County.

Mr. Chas. Rankin has been elected principal of Plain View School, near Fayetteville.

Mrs. John Bell has a nice little private school of twelve scholars in the suburbs of Raleigh.

Mr. T. R. Crocker (Wake Forest College), is principal of the Academy at Auburn, Wake County.

Prof. N. Penick is principal of Oxford Female Seminary, and the Fall term begins September 10th.

Mr. T. W. Bicket (Wake Forest College) is principal of a high school at Marion, McDowell County.

Miss Fannie E. Thompson, of Pittsboro, has taken charge of the Ore Hill School, Chatham County.

Miss Maggie Smith, of Coxville, has accepted a position as assistant teacher in Greenville Institute.

Misses Sallie, Bertha and Ella Hodges are teaching public schools near Wineola, Beaufort County.

Mr. Byron C. Clark, A. B. (Davidson College), is principal of the High School at Mt. Airy, Surry County.

Capt. C. F. Siler's excellent school at Holly Springs opens with most encouraging prospects for the new term.

Rev. J. B. Game opens the Fall Term of Cedar Grove Academy on August 27th, with a handsome new building.

Prof. J. A. Linn is president of Mount Pleasant Female Seminary, Cabarrus County. The school is prospering.

Miss Nina Webb, of Morehead City, has spent her vacation in a pleasant visit to Miss Annie Barnes, of Jonesboro.

The Raleigh Public Schools begin the Fall term on September 15th. The enrollment will be larger than ever before.

Mr. W. L. Carmichael is principal of the Male and Female Academy at Cana, Davie County. The school is flourishing.

Mr. U. L. Spence, of Palmersville, has been elected principal of the High School at Philadelphia, Mecklenburg County.

Mr. J. W. Kennedy is principal of Hartland Academy, Caldwell County. Accommodations are arranged for one hundred pupils.

Mr. J. W. Graham (University of North Carolina), of Moore, has been elected principal of the Academy at Adamsville, S. C.

The Horner School at Oxford opened its Fall term August 4th with most encouraging prospects for a very large enrollment.

Miss R. C. Shepherd, of Palmyra, Virginia, is lady principal of Wil-son Collegiate Institute. Mr. Silas E. Warren is principal.

Messrs. J. J. and J. W. Hendren (Wake Forest) have built up a fine and prospering school of high grade at Vashti, Alexander County.

Mr. W. E. Wilkinson is principal of the Male and Female Institute at Battleboro, Edgecombe County. Second session began August 13th.

Mr. W. A. Flynt has been principal of the Institute at Dalton, Stokes County, for thirty-five years. The next session begins September 1st.

Mr. G. E. Butler is principal of Salem High School at Huntley, Sampson County. The fall term opened August 4th with a fine attendance.

Miss Lillian F. Watson, of Warrenton, has accepted a position as assistant teacher in Leaksville High School. Mr. B. W. Ray is principal.

Mr. M. D. McNeill, who has been teaching at the Thompson School at Siler City, has taken charge of a school near Union Church, Moore County.

The eighty-ninth annual session of Salem Female Academy began August 8th. This is the oldest college for girls in the South. Rev. John H. Clewell is the principal.

Miss Maggie Norfleet has charge of the Department of Music and French in Albemarle Academy, Stanly County. Messrs. J. A. Bivins and W. J. Helms are principals.

The Fall session of Wake Forest College begins September 1st, and the outlook is that more boys will answer the roll-call of this noble old institution this term than ever before.

Prof. Eben Alexander, Professor of Greek at the University, has been tramping for his health. He started at Knoxville, Tennessee, and passed through Salisbury *en route* to Chapel Hill.

Mr. Logan D. Howell (University of North Carolina), of Goldsboro, has accepted a professorship in the Davis School at Winston, and resigned his place in the Goldsboro Graded School.

Prof. J. C. C. Dunford, recently professor in Judson College, Hendersonville, N. C., becomes associate of Prof. J. T. Averett in the management of the Roanoke Female College of Danville, Va.

Miss Cora G. Johnson (Martha Washington College) has taken the departments of English Literature and Elocution in the Female College at Louisburg. The Fall term begins September 3d, 1890.

Miss Lola A. Stanly (Guilford College) will have charge of the Primary Department in Carolina Institute at Nashville, N. C., this term. Miss Rosa L. Waddell is music teacher and Mr. D. L. Ellis is principal.

Mr. E. L. Barnes is principal of Lenoir Academy, Caldwell County. He is assisted by Capt. W. C. Newland and Miss F. F. Cunningham. Other assistants are to be chosen in the departments of Science and English.

The Academic Institute, Carthage, Moore County, began its Fall term August 4th. Messrs. E. A. Cole and W. E. Evans are principals. The assistants are Misses Mary C. Bagwell, music; Mary B. McIver, art; W. P. Cameron, Jr., penmanship.

Mr. A. G. Spruill (Wake Forest College) is principal of the High School at Ashpole, Robeson County. The Fall term began August 11th with the largest enrollment which the school has ever enjoyed. Miss Scogging is assistant teacher.

Rev. A. G. Emerson (Wake Forest College), of Chatham County, has been elected President of Howard Payne College at Brownwood, Texas. For several years Mr. Emerson has filled a professorship in William Jewell College at Liberty, Missouri.

The teachers of Lenoir County, under the direction of the progressive County Superintendent, Rev. G. D. Sherrill, will organize a Teachers' Council on September 5th. A capital programme has been prepared for the meeting, and we wish the organization great success.

Elon College will begin its first term at its beautiful new location on September 2d. The college opens its doors to both boys and girls, and it is the first one in the State to do this in the full course of the instruction. It has yielded to a popular demand and is sure to succeed. Rev. W. S. Long, A. M., D. D., is president of the college, and he is assisted by an able Faculty.

On the night of August 8th the entire property of Rutherford College, near Connelly's Springs, was destroyed by fire. There was no insurance. The sympathies of the whole State are extended to Dr. R. L. Abernethy, the president, in this heavy loss, and it is hoped that the building will soon be restored, and that this useful institution will go forward to even greater usefulness.

It will, no doubt, interest many of our readers (particularly those of our European party who visited Switzerland last summer) who travel and collect books containing information about foreign countries, to learn that the Association of Commerce and Industry has published a profusely illustrated Guide of Geneva, Switzerland, which contains an excellent map of that city, and a large amount of information relative to the same, and the Swiss industries and educational institutions, Historical notes, etc., etc. The book will be sent free of charge, upon application to our friends, the New World Travel Company, Tourist and Excursion Agents, 321 Broadway, New York.

CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"
 That one and one are always two;
 But Cupid proves, with work so sly,
 Some wondrous things that figures do.
 And when he claims a teacher's hand
 All rules of figures then are done,
 Though two before the preacher stand
 This one and one are ALWAYS ONE.

Mr. Geo. A. Grimsley, Superintendent of Greensboro Graded Schools, and Miss Cynthia A. Tull, a teacher, of Kinston, N. C., were married on July 31st, 1890, Rev. J. J. Harper officiating.

Mr. T. N. BURWELL, of Oxford, a member of the Teachers' Assembly, and Miss Mary A. Travis, of Weldon, were married Tuesday, July 29th, at the home of the bride's sister, Mrs. Wm. Smith, Weldon, N. C.

Miss Adelia Taylor, of Claresville, Va., teacher of art and a member of the Teachers' European Party of 1889, was married to Mr. Guilford D. Everitt on August 20th, in St. Andrew's Church, Greenville County, Va.

Mr. T. R. ROUSE, of LaGrange, N. C., and Miss Lula H. Pell, of Hillsboro, N. C., teacher of music in Kinsey School at LaGrange, were married July 23d at the home of the bride. Mr. Rouse and his wife will take charge of Kinston College for the ensuing term.

AT RECESS.

The books and slates now put away,
 And let us laugh a little while;
 For those who work there should be play,
 The leisure moments to beguile.

SON—"Pa, what is the difference between a college and a normal school?" Pa—"I don't know, my child, unless the college is abnormal."

MR STAUD—"And is Miss Gigglegaggle well educated?" Mrs. McFad—"Educated? I should say so! Why the ribbons on her graduating dress alone cost over \$30."

TEACHER—"What's the past tense of see?" Pupil—"Seed."
 "What's your authority for that form?" "A sign in the grocery store."
 "What does it say?" "Timothy seed."

TEACHER—"Joe, what does g-r-a-c-e spell?" Joe—"I don't know."
 "Yes you do. What does your father say before eating a meal?" "He generally says, 'Is this all there is for dinner?'"

IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost, loved ones will be found again."

MISS LAURA E. CLARK, a teacher in Clarkton High School, Bladen County, died at her home on July 30th, after an illness of five weeks.

MRS. J. C. VONBUKLOW, a teacher in the College at Hickory, also a member of the Teachers' Assembly and of the Teachers' European Party of 1889, was fatally injured in a railroad accident near Marshall, N. C., on June 15th, 1890. She was taken to Glen Rock Hotel at Asheville, and died there on June 25th.

MRS. EOLINE PETERSON MONROE, wife of Mr. J. A. Monroe, principal of Lumber Bridge High School, died suddenly at her home on July 18th, 1890. She went to Lumber Bridge two years ago a stranger, took charge of the music department of her husband's High School, and by her skill in teaching, strict integrity and entire devotion to duty, soon won the way into the confidence of the people and greatly endeared herself to all who knew her intimately, and to those most who knew her best.

REV. TURNER M. JONES, D. D., President of Greensboro Female College, died at his home on June 30th, 1890. He was one of the most eminent educators of our State, having been President of the Methodist College for Girls at Greensboro for over thirty-six years. He was one of the first members of the Teachers' Assembly, and had been present at every session except the late one at Morehead City. His death occurred on the last day of the Assembly session. THE TEACHER joins the many thousands in North Carolina who extend their tenderest sympathy to the bereaved family.

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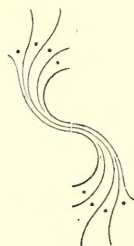
RALEIGH, N. C., August 1, 1890.


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No. 2.

EUGENE G. HARRELL, = = = = Editor.

SCHOOL-TIME.

What is all this great commotion?
What's the matter with the boys?
Seems to me the house is bursting
With their clatter and their noise.

"Mamma, put up lots of dinner."
"Mamma, won't you brush my hair?"
"Mamma, where's my cap and mittens?"
"There! I've tumbled over a chair."

Here they rush, and there they go,
With noise of boots, and noise of tongues;
Three boys hurrying to and fro,
With active feet and good strong lungs.

"Almost school-time"; "Hurry up, Ed";
"Where's the dinner pail?" "Where's my skates?"
With skip and jump and "Good-bye, mamma,"
Gone are the boys, and books and slates.

Oh, busy mothers of happy boys,
Who feel the silence a blessed rest,
Bear with the boys the best you can,
For soon they'll leave the old home nest.

They'll be grave men, with boys of their own;
Perhaps will sleep in the church-yard low.
While you hold them fast with mother's love,
Remember, sometime your boys must go.—*Ex.*

North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

CHAPTER XIII.

A DRIVE THROUGH LONDON.

LETTERS FROM HOME—A MEMORABLE RIDE—GUILDHALL—AN INTERESTING ENGLISH COURT—THE THAMES RIVER AND EMBANKMENT—CLEOPATRA'S NEEDLE—NOTED LONDON STREETS—SWIMMING MATCH—CHEERS FOR THE AMERICAN FLAG—KEW GARDENS—PRINCESS FREDRIKA OF GERMANY—SAINT JAMES AND BUCKINGHAM PALACES—PARADE OF THE HORSE GUARDS—FAMOUS RESIDENCES—ALBERT MEMORIAL—HYDE PARK—GRAND PARADE OF ENGLISH FASHION—NORTH CAROLINA ON THE STRAND.



“SOMEbody in this party has some letters in the office,” said Miss Mattie Adams as she walked into our midst while we gathered in the assembly room just before breakfast.

“How do you know, Mattie?” eagerly inquired a dozen or more girls at once.

“Because I saw the carrier just bring in over half a bushel of letters from the Cheque Bank,” answered Miss Adams, “and he said they were all for the North Carolina party.”

A sudden and unanimous rush for the office and the room was deserted, soon to be again filled by the party, almost every member of it “devouring” a letter from home.

What a joyful sight to the traveller in a foreign land is the well-known hand-writing and the familiar postmark on a letter.

Having arranged with the clever and accommodating tourists, Messrs. Henry Gaze & Son, for a day of extensive and systematic sight-seeing under their excellent supervision in and around the great city, at 9 o'clock on the morning of July 25th there were awaiting us before the Manchester Hotel four of the handsomest excursion carriages to be found in London.

Each of these open vehicles is arranged to carry twenty-five persons, and each is drawn by four magnificent and spirited horses, and is provided with an intelligent and competent guide.

It was a pretty and interesting scene—those four handsome carriages and sixteen noble horses, and that splendid party of a hundred attractive and representative people of North Carolina. The beautiful American flag was proudly flown by the Secretary from the leading carriage in the gentle English breeze; and, indeed, it is not to be wondered at that as the merry party dashed down the thoroughfares of the great city, rumbling over the wooden pavements and rattling over the stones, we excited the attention and admiration of the people.

After a pleasant and interesting ride of half an hour up Cheapside and through King street we reined up in front of Guildhall, the first special object to be visited.

Many of the names which these Londoners have given to their public buildings considerably mystify strangers, and if a person presumes to set himself up as a know-it-all he is quite sure to have a speedy fall from his pinnacle of vanity by learning, what others always knew—that he doesn't know so much as he thinks he knows.

“And what in the world is a Guildhall, anyhow?” inquired one of our young ladies, and immediately ninety-

nine other members of the party very modestly and prudently replied, "I don't know." This hesitation in giving the desired information may have been prompted by the presence of the building itself, thus making an exposure of ignorance both possible and probable.

Some persons, however, could not be silenced entirely even by these conditions, and so it was suggested "It may be a 14th century rookery from the great number of pigeons which fill the court-yard and the nooks and corners of the building"; "or," further suggested the chronic wag of the party, "it may be a court-house, judging from the billing and cooing of the birds which seem to inhabit it." This latter remark may have been pardoned within a week or so thereafter. It is characteristic of the American people when they don't know a thing, and know that other people know that they *don't* know it, to immediately investigate; so we alighted from our exalted positions in the carriages and followed our guides.

If Guildhall was situated in any North Carolina city, we would call it the City Hall or Mayor's office. It is used in London for the Magistrates' and the Mayor's Courts. The original building was erected some four hundred years ago, and has been enlarged from time to time until it is now one of the most imposing structures in London.

The Great Hall, one hundred and fifty-three feet long, forty-eight feet broad and fifty-five feet high, is used as a polling-place in the elections of Mayor and members of Parliament. It is a handsome room, and cost \$150,000. The two noted wooden figures Gog and Magog specially attract attention. The city officials, a few days ago, formally received his Majesty the Shah of Persia in this vast auditorium in the presence of several thousand people.

There are a number of fine paintings and interesting monuments and statues to be admired. The stained-glass windows are particularly elaborate, beautiful and costly,

representing the armorial bearings of the Queen and of the various Lord Mayors.

The City Library in this building contains over forty thousand volumes, including every book relating to London that has ever been published. The free reading-room is one of the attractions of the city, being visited by near 400,000 persons annually to enjoy its rare privileges. We didn't violate the tenth Commandment in the letter, for we only coveted a library *like* this one for North Carolina.

We were greatly interested in the Museum and the extensive collection of Roman antiquities which had been found in London, some of the relics dating back to the fourth century. Two strange sculptured slabs from the extinct city of Jonah, Nineveh, were examined with a peculiar fascination. A number of noted autographs are preserved in glass cases. Among them are those of Cromwell, Wellington and Nelson, and one of Shakespeare for which \$750 was paid. We have never heard that the autograph of the Bard of Avon would bring that much money during his life when put upon a bank check.

Passing on through these halls and rooms we entered the Council Chamber, where the Mayor holds his Court. It was our good fortune that the tribunal was then in session, as we thus saw the manner of holding an English Court, which has been changed but little since the first one was instituted a thousand years ago. It was intensely interesting to stand in the gallery of the Council Hall and witness this Court. The nervous-looking lawyers, with their bushy powdered wigs and long black robes; the judge, with solemn countenance and more powder on his wig; the fidgety little clerk, doing half a dozen things at the same time while he occasionally assisted the magistrate in the administration of justice; the plaintiff and defendant, the witnesses and interested spectators, all formed a scene which greatly amused us.

"Cooley, what do you think of that Court?" asked Prof. Winston of the professional lawyer of our party.

"Well, Professor," replied Mr. Cooley, "I must say that I am not stuck on their way of doing business, nor on the professional costumes of the legal gentlemen. What do you suppose a North Carolina jury would do if impaneled before a Court arrayed in such wigs, and robes, and powder, and dignity?"

"Why, take to the woods, of course, like sensible men," answered the Professor, and we had to let the laugh come.

When we first entered the room it seemed that a very important case was on trial, but in a few moments the counsel, judge, clerk, plaintiff and defendant appeared to be far more concerned in the American party in the gallery than in the English suit on the floor; and, pending this divergence of excitement we gracefully took our leave and returned to our carriages.

"Now we will take a drive along the hembankment of the famous Thames," sung out the boss guide as our horses dashed away.

Our *ideal* Thames, as formed in our early geographical studies, was a lovely, silvery stream, very deep and silent, about a mile wide, and filled with vessels of every size, style and nationality. The *real* Thames which we saw that day was a dirty and repulsive river about as wide as the Catawba. It has a ferocious tide, and is crossed by numerous bridges with low and gloomy-looking arches.

"What a love for the beautiful and substantial these English people have!" exclaimed Miss Slater, as we crossed Blackfriar's Bridge and drove slowly along the magnificent Victoria Embankment. "Here they have spent millions of dollars in making a lovely garden and drive along this muddy-looking river from Westminster Bridge to the Temple."

"This embankment was, indeed, a stupendous undertaking, and is worthy of our greatest admiration," said

Professor Smith. "Its cost was over \$10,000,000, and even this immense sum seems small when we examine the splendid character of the work. The entire river front is faced in the most substantial manner by a granite wall eight feet thick, while here and there are broad flights of stairs leading down to the water where are neat and convenient iron piers for the steamers."

"An' the hembankment is hover a mile an' a harf long," explained our guide, with considerable patriotic pride and enthusiasm. "The carriage-way is sixty-four feet wide, han' the two foot-pavements be sixteen and twenty feet each in width," he continued; "an' hunder the hembankment are three large tunnels—one for the Metropolitan Railway, hanother for the sewer, han' the other is for the gas-pipes and telegraph wires."

It is truly a work to excite our admiration and wonder, and we do not hesitate to give expression to our feelings. The beauty of the park is enhanced by long straight rows of wide-spreading trees, while at regular intervals are placed statues of noted personages. Among them we noticed William Tyndale, the translator of the Bible, and Robert Raikes, the founder of Sunday-schools.

Having rested the horses for a moment under the shade, we crossed Waterloo Bridge, and are soon passing the Egyptian Obelisk, the companion to Cleopatra's Needle, which stands in Central Park, New York. The guides then point out Trafalgar Square, Somerset House and the Nelson Column, and many other points of interest along the route, including some places closely identified with the great novelist, Charles Dickens.

As we look upon these relics of most ancient antiquity, we are acquiring a habit of familiarity with the centuries which is quite alarming to an American whose bric-a-brac remains of most distant antiquity are scarcely a hundred years old.

We have stood before, and contemplated with reverential awe, even the celebrated "Grandfather's Clock" of Revolutionary nativity, but here we gaze, scarcely more impressed, upon this Obelisk, which was the work of men's hands who lived fifteen hundred years before Christ. It was cotemporary with Moses, the Law-giver; it has seen the rise and fall of dynasties now almost unknown; it stood as a silent sentinel of the Nile for a thousand years, and when it became tired of performing this duty, it quietly lay down in the Egyptian sand and took a brief nap of some twenty centuries, to awake and find itself once more erect and transplanted into a more civilized atmosphere on the banks of the Thames.

Recrossing the Thames by London Bridge, which is the oldest one and the last one on the river, we direct our journey towards Kew Gardens, where we are to take noonday lunch.

Our drive now took us through Piccadilly into Kensington Road, and thence directly west through a most beautiful portion of London. We also enjoyed a drive of about two miles through the suburbs of the city beyond the corporate limits. This portion of the ride was particularly pleasing to us because we felt that as we were "out in the country" we could talk as loud as we desired and enjoy ourselves to our hearts' content.

We soon learned why our drivers were so anxious for us to begin to move towards Kew Gardens. Situated about midway our suburban drive was a regular watering-place for horses, and, of course, the regulation inn was there with all the necessary attachments of "ice-cold beer" and the pretty, rosy-cheeked and chatty bar-maid. While the horses were being watered, the drivers suggested that a small tip would be in order; and, when the fees were promptly paid, each driver interviewed the maid.

As we reached Kew Bridge on the Thames we found a great crowd of people on each side of the river intently

watching a professional swimming match. We instructed the drivers to rein up when in the center of the bridge, and we saw the entire race. There were eight manly fellows in the contest, and the course was across the river, touch the opposite bank with the hand, and return to starting-point. They were splendid swimmers, and as the cannon gave the signal they dived into the water and struck out skilfully and gracefully. We watched the race with great interest, and as the winner touched the bank at the end of his course, we gave him three hearty American cheers and many enthusiastic waves of our American flag, and our shouts were caught up and re-echoed by the great crowd of spectators.

Kew Gardens is one of the loveliest spots in all of lovely England; but, as no amount of beauty of landscape, art or nature could interest us to any great degree until we had first found dinner all sight-seeing was suspended on our arrival at the gates of the Gardens until the inner man had been duly refreshed. There was a simultaneous break for the little restaurants in the vicinity.

As the American traveler is accustomed to obeying the railroad order, "Twenty minutes for dinner," force of habit will not allow him to take any more time in this business even in conservative England, where the natives, whether traveling or at home, generally sit for an hour at the dinner-table.

In a few minutes, picking our teeth, we gathered at the gates of the Gardens, ready to view the beauties thereof. Most of the girls of the party carried a paper of candy, which was in accordance with a domestic unwritten law in America that every dinner must be finished off with something sweet. As nothing eatable is allowed to be taken into the Gardens all the packages had to be deposited with an attendant in a little sheltered nook built for this purpose just inside the gates. Some of the sweetest of the girls

were so distressed at this mandate that they refused to be separated from the confections; so they seated themselves on the settees at the entrance and did not further explore the Gardens, but concentrated their interests in a private picnic with cakes, candy, bananas and chewing-gum until the others of the party had returned from their researches.

Kew Gardens never fails to charm a visitor. It is the largest and most valuable botanical garden in the world. The present keeper of the Gardens is Sir Joseph Hooker, the celebrated botanist, and under such skilled hands the place is bound to blossom forth in loveliness as a rose. Just at the entrance to the place is Kew Cottage, the residence of the Duchess of Cambridge. The Gardens comprise some two hundred and seventy acres, and it is most artistically laid out in charming walks, while dotted symmetrically among the gigantic trees are a number of large hot-houses, known as the Palm House, Water Lily House, Tropical House, Winter Garden, or Temperate House, and four immense botanical museums. To the lover of beautiful flowers, graceful palms and rare plants, we know of no place more full of attractions than Kew Gardens.

As we returned to the front entrance, preparatory to taking seats in our carriages, the guide said to the Secretary:

"Do you see those two ladies standing just yonder a little ways?"

The Secretary looked in the direction indicated, and answered:

"Yes. I suppose you mean that pretty, neat little woman with the sun-shade, and the tall, large frame other one in a very plain brown dress?"

"Yes," returned the guide; "but don't let them hear you speak or see you looking towards them, for that is the Princess Fredrika, of Hanover, Germany, and her maid."

"Ah, indeed! And she is a pretty little woman," observed the Secretary.

"But the 'pretty little woman' is not the Princess; she is her maid. The tall woman in brown is the Princess," explained the guide, laughing. "She lives in the handsome building just hopposite," he continued. "She is very fond of flowers, and so she spends a good deal of time in strolling about the Gardens, accompanied only by her maid."

Of course the sight of a real princess, alive and walking, considerably excited our North Carolina party, even though we were from a State where every other man is called "colonel." As we have, however, no titles of power for women in North Carolina, of course our enthusiasm naturally went out towards the Princess Fredrika. The Princess seemed to be as much interested in the untamed Americans as the said Americans were interested in her, but our close scrutiny of her, and the eager whisperings among our girls, soon informed her that she was on inspection, and then she gracefully retired within the enclosure as our horses dashed away under the inspiration of the crack of the drivers' whips.

Our return trip was by a different route, and it led through the most aristocratic and interesting portion of the city.

Within a short while after leaving the Gardens, we were in the midst of the most magnificent of the royal palaces of England. Here is a large and beautiful park—a most tasty combination of wide and smooth walks and drives, grassy lawns and stately trees. There are symmetrical lakes, filled with rare and graceful water-fowls. At some distance from the street there stands a large, imposing brick structure, which seems to reflect an air of royalty from every outline. This is Saint James' Park and Palace, and it has been the home of the English Kings for three hundred years. In this noted building Queen Mary died, and here Queen Victoria was married to Prince Albert, and here also some of her daughters assumed the vows of matrimony.

It is interesting to strangers to witness the drill of the Foot Guards, which takes place on the magnificent parade every day about noon.

In the west end of Saint James' Park we reach Buckingham Palace, the present city residence of the Queen. This royal structure represents such elegance and grandeur as is surpassed by no other public building in Europe. The Sculpture Gallery, Green Drawing Room, State Ball Room, Picture Gallery, Grand Saloon and Throne Room would require volumes to give even a fair description of them. Sculpture and paintings from the most celebrated of the old masters here abound in such profusion as to almost bewilder the visitor.

The American cannot refrain from mentally drawing a comparison with all this costly grandeur and the stately and modest plainness of the White House at Washington, the executive home of the Presidents of our United States. Our patriotism will not permit such a comparison to be anything but favorable to the unassuming greatness of our country.

Continuing our drive, we are shown the handsome residences of the Duke of Portland, Lord Randolph Churchill, Lady Burdette-Couttes, Duke of Cambridge, Duke of Marlborough, and the Rothchilds, which stand forth like brilliant solitaires in a cluster of diamonds.

As we drew near the building known as the Horse Guards, we fortunately witnessed a military display which surpassed anything we had before seen. Down the street, just in front of us, marched a troop of the Horse Guards, the most celebrated and handsomest body of soldiers in England. The bright uniforms, the splendid-looking soldiers and the noble black horses, the drummer in front, mounted on a black horse, with a peculiarly-built drum suspended on each flank of the horse, formed a military picture well worthy of admiration and study. Our carriages were halted

so that we might view the parade until the troops filed in between the great gate-posts at the entrance to the Horse Guards and were lost to sight.

Upon driving a few blocks further, we see towering proudly before us the Albert Memorial, which is, perhaps, the most costly monument erected to any royal personage. The monument is one hundred and seventy-five feet in height. Its composition consists of bronze, granite, marble, gilding, colored stones and mosaics in profusion, and the total cost was \$600,000. The Memorial stands upon the exact spot formerly occupied by the residence of William Wilberforce, the great anti-slavery leader of Europe. As we walked around this magnificent memorial pile, we mentally coveted just such tribute, imposing and grand, to the memory of that great North Carolinian, ARCHIBALD D. MURPHEY, the father of the public school idea of the United States.

Just across the street from the Albert Memorial stands the Royal Albert Hall, one of the largest auditoriums in the world. It is circular in form, eight hundred and ten feet in circumference, seats ten thousand persons, and cost \$1,000,000. Among its great number of immense features and proportions is the largest organ in the world. This organ has eight thousand pipes, and the bellows is worked by two large steam-engines. The daily papers occasionally announce that the great organ will be played in the afternoon, and the exploit always draws a crowd.

Leaving that community of royalty, we soon pass within the precincts of the justly celebrated Hyde Park. This park territory includes the fifty-eight acres of Saint James' Park, the sixty acres of Green Park, and, with the extensive grounds of Hyde Park, forms a vast, shady and delightful breathing spot of seven hundred and fifty acres in the very heart of busy London! Be it to the everlasting credit of noble England that she has appropriated such an extensive

domain, where land is so valuable, to the purposes of rest and recreation for her people.

The park was first laid out and enclosed under the direction of Henry VIII, and its historic grounds have alternately seen the stag and deer hunted among its forests, the excitements of the horse-races, and the crack of the pistol and ring of the swords in many noted duels. In comparing Hyde Park, even in all its loveliness of lawn, drive, fountains, lakes and groves, with Central Park in New York, we fear that our national pride again got the better of us.

This is the most frequented place in all London, and it possessed too much interest, historically and socially, for us to be satisfied with simply a drive through it; so we alighted from our carriages at the main entrance and took seats under the shade of the trees along "Rotten Row," the most fashionable drive in the world, to watch the thousands of handsome equipages which were rapidly moving over the road at that time of the afternoon.

"Rotten Row" is said to be a corruption of *Route de roi*, but even with its most unattractive corrupted name it is the most magnificent drive we have ever seen. As we sat by this road it seemed that some unusual occasion had drawn forth a vast procession of vehicles of every conceivable style and beauty of proportions, every shade of color and quality of finish, but all were handsome. Some, in the magnificence of their finish, were inlaid with pearl, profusely gilded and even set with precious stones. About fifty feet of space were between each vehicle, and there were no breaks in the line. The horses were all going at a brisk trot, and many thousands of the vehicles passed us during the hour that we looked upon this moving panorama of English fashion and wealth.

Returning to our carriages, it then being about 7 o'clock in the afternoon, we set out for our hotel. The route now

lay through the great business thoroughfares of the city, including The Mall, Fleet street, The Strand, Regent, Oxford and Holborn streets. The pavements and streets were crowded with a great moving concourse of people and vehicles of every description. It would seem impossible to drive another vehicle through that apparent jam, but our drivers simply tightened the reins and on we dashed without touching a wheel.

It was amusing to notice the sensation on the busy Strand as our carriages, with their lively party of Americans, rumbled over the smooth wooden pavement. Drivers of all other vehicles gave way in our front almost as if by magic, while "we kept in the middle of the road." People looked in amazement upon those sixteen prancing black horses and four handsome carriages in line, with their one hundred merry Americans proudly flying the glorious star-spangled banner. In the stores clerks, customers and proprietors rushed to the doors to take in that unusual sight on the greatest of London thoroughfares; the moving throng on the pavements, both natives and foreigners, paused in their haste to also admire the procession; the sight-seers turned from the brilliant shop-windows to give their whole attention to this, the greatest of all the sights for that day. We don't think that window-space was charged to spectators who took in the scene, but the omission was simply because the owners of the spaces didn't know that we were coming.

On, on we dashed, alternately rumbling over wooden pavements and rattling over stone blocks, and those noble Norman horses never ceased a single moment in their spirited and gaily speed until we reined up in front of the Manchester Hotel, where a splendid dinner was awaiting us, to which we did ample justice, while we unanimously voted that in this country, as at home, North Carolina is bound to be ahead.

[For The North Carolina Teacher.]

AMUSING.

BY R. A. L., NORTH CAROLINA.

Two feeble replies have been attempted to bolster Wentworth's Primary Arithmetic. No ANSWER has been given to the criticisms by "A Father," and they hold good. The *Supplement* is the only book used in some graded schools.

"Judgment and experience in the school-room," &c. Well, I am a teacher, have been in the school-room for fifteen years, have several children of my own, have seventy-five average attendance, have sent a large number to college, have carefully read the current educational journals, have watched *carefully* the progress made in school text-books, am a strong believer in object methods and helps for the children, but I am not ready to accept a mass of *thirteen hundred* minute illustrations which confuse the child and tax his eyes so very much as to make the arrangement utterly worthless.

My experience with Venable's and Robinson's books is *perfectly* satisfactory, and I would greatly prefer Sanford's to Wentworth's. Both Venable and Sanford give all the models necessary for school-room use, and do so without taxing the eyes of the pupil.

The "Book of Nonsense" is not worth the space given to it in our favorite journal, THE NORTH CAROLINA TEACHER.

"The book says so." What do our young friends do about "The book says so" when they get in use the unfair and sectional histories by Northern writers? Be careful! The child needs an *intelligent*, well-arranged guide, besides the instruction given him by his teacher. We are painfully sorry to see some children worrying over nonsensical

compilations just to gratify the *whims* of the teacher. Experiments seem to be the order of the day, and they come in quick succession, judging by the complaints of "frequent changes of school-books." For my part, I purpose to encourage our own people so long as I can find, as I do now, books equally as well adapted for school use and *emphatically* better adapted to our own *Sunny South*.

This digression by way of calling attention to the fact that our *home* talent is better acquainted with our surroundings and gives us better adapted books than foreign talent can do.

Really the arithmetic article had been lost sight of—*five* months—and we do not suppose "A Father" would ask further space in THE TEACHER.

[We have given our readers an opportunity of hearing both sides of this question fully considered, and the discussion of this subject will be now closed for the present.—EDITOR.]

THE STANDARD OF RECITATION.

What is the teacher's idea of a perfect recitation? If a pupil comes to the class-room and rattles off the lesson glibly as though he feared the words would escape his grasp if he spoke slowly? If the pupil replies to the questions whose answers are contained in the lessons for the day without stumbling?

That seems to be the popular idea, the results of which are very pernicious, for both readiness and correctness of reply in a pupil may be found with entire ignorance on the subject under discussion. We incline rather to oral teaching—lectures by the teacher, with note-taking by the

pupils, and afterwards oral examinations on the topic discussed in the lecture. That takes more work from the teacher than from the pupil—unless the pupil is an ideal one—and few are that. But work is a teacher's business, and a business which, if well done, can receive no equivalent in dollars and cents. Teaching is not a paying business, looked at financially. It is likewise an ungrateful business. But it is a noble one and a pleasurable one, provided consciousness and love be carried into it. In a large class of pursuits personality does not enter, but it is indivisible from the call of teaching.

A teacher's character determines his success; and as soon as a teacher begins to think about trouble just so soon does he show himself unqualified for his work.

There seems to us to be too little spontaneity in teaching. It is all too mechanical—too superficial.

The pupil recites and the teacher hears a lesson; the text-book is closely adhered to. If the pupil answers the questions in the lesson correctly he is marked "perfect," and there is the end. Dull children often stand high in their classes, pass the examinations and far outstrip the bright ones until the record in the life after the school-room is finished is to be made; then the dull pupils take the lead and make their mark, whereas the prize-takers at school drop into oblivion.

It is easy enough for a dull mind to commit a thing not understood, and it is correspondingly difficult for a bright mind to learn parrot-wise.

The crying evil of schools is that they incur habits of inattention and cause dissipation of the energies of the mind. That sounds paradoxical, but the personal experience of most people bear witness to the truth of the statement. Thoroughness should be the motto on the device of every teacher, and thoroughness the first requirement from the pupil. Perfection is unattainable to mortals, but

a fair understanding of a subject rightly studied is possible to every one.

Let the standard then be thoroughness rather than perfection.—*Central School Journal*.

WHAT "EDUCATION" MEANS.

BY MARY E. WILKES.

It is coming to be more and more recognized—particularly in America—that "education," to be genuine, must fit men and women for practical life, not by degrading them or tying them down to the drudgery of existence, but by lifting up practical work and putting it on a basis where it becomes a worthy part of the art of living. Our best seminaries and women's schools now teach house-keeping as a matter of course.

The brief period of residence at a boarding-school is usually succeeded by the practical duties of a woman's life. For the large majority of women the occupations and interests of home are to be the permanent and engrossing interests of life, and school-training must have a direction in harmony with this fact. The drudgery of routine, the ever-recurring practical duty in domestic not less than in professional life becomes less wearing and more stimulating in proportion as it is seen to have a spirit within the wheels, a relation and purpose beyond and above the task itself.

A woman should know how to make her occupation enriching to her own intellect and spirit; to make of household duties an ever-developing art; to bring to it all the training of education; to enlarge and adorn her sphere with all the acquirements of school; to feel no painful incongruity between these and the duties of her life.

To do this well a complete scheme of girls' education cannot exclude preparation for the chief employment of life—the life-long interest and care of homes.

In one of our most progressive seminaries for young women may be seen on Saturday afternoon on a low platform in a lecture-room a cooking-stove of the best modern pattern; near it the demonstrating-table, tools and material, the tools being the best cooking utensils. The materials are as they are sent from the market.

Here the instructor prepares the various dishes set down in the order of the day, prefacing her work with a recipe, which is copied into the note-books of her pupils. No better lesson could be given in the value of keeping a "level head" than is given by this quiet, self-possessed lady, who talks clearly, connectedly and without weariness, explaining all her processes as she goes on, giving no place to luck in the exact and uniform methods of her work, while the complete course of a dinner is made ready, each dish in its order to be tested by the interested audience of coming housekeepers who have anticipated this *finale* with napkin and spoons.

The class frequently "receive" in dresses fitted and made by themselves in connection with the dress-cutting class. The aim is not to make cooks and dress-makers, but to ennoble women's lives, to inspire the confidence of knowledge, to uphold the unity of the intellectual and practical life, to suggest occupation for vicissitudes of fortune by elevating sentiment in favor of giving time and effort and all painstaking to the high purposes of home.—*Exchange*.

HE WHO sedulously attends, pointedly asks, calmly speaks, coolly answers, and ceases when he has no more to say, is in possession of some of the best requisites of man.

COMMON SENSE IN TEACHING.

[The *Educational News* (Philadelphia) is one of the most sensible school journals within our knowledge. The editor is a thinker, and he has the bravery to denounce a fraud whenever and wherever he sees some educational crank trying to force one into the school-room. His views upon some features of the "new education" as set forth in the following article which we clip from a recent number of the *News* will be interesting to thinking teachers in North Carolina, and will be most heartily endorsed by them.—EDITOR.]

Among the resolutions adopted at the late meeting of the Pennsylvania State Teachers' Association is one "favoring the 'new education' so far as it is in harmony with sound and well-established principles of instruction," and "exploring the cant and fallacies for which it is made responsible by extremists." We quote the language from a daily paper in which the proceedings of the meeting are reported.

If the resolution as here given is correctly reported we want to give it our unqualified endorsement. It is the position which the editor of the *News* has held from the beginning, and he is glad to be able to say that it is the position held by the ablest *teaching* exponents of the new education also.

The latter part of the resolution is timely. The new education has been hurt more by the extremists, who, often ignorant of the laws on which all true education is based, have been its noisiest advocates, than by those who have been its pretended enemies. The blatant talks that have been put forth in its favor sometimes at teachers' meetings by speakers whose gift of profusion in speech made up for their lack of definite psychological knowledge have been appalling to those who have made a study of education.

To the thinking man a half-hour's effort to prove that the child does not know and appreciate the difference between the number two and two things seems a great waste of time, especially if he has been attentive to the mental development of his own children; but it seems to him a still greater waste of time to witness the half-hour's painful effort of an educational expert to teach a child all about a cube and its north-west and north-east corners. Indeed, it seems to him the essence of absurdity to teach the child what it already knows, as is usually done on these and similar points.

As to beginning the child's education in the concrete rather than the abstract, the new education has done much for those who have had no normal training; but the difficulty has been that hobby-riders have caught the idea and it has filled their minds (a single thought sometimes is sufficient to fill them), and they forget or never knew that the times come, and sometimes very early, in the life of the child when it must learn to deal with the abstract as well as the concrete.

It is almost needless to add that teaching to a child what it already knows is quite as uncalled for and quite as unpleasant as to tell the same fact to your neighbor over and over and have him interested, or try to amuse him every day for weeks by repeating to him the same jokes and anecdotes. It is all right to begin with the concrete, but it must not be a repetition of the known; it must be a constant reaching forth and progressing from the known to the unknown.

Let us give credit to the new education for all in it that is good; let us encourage every teacher to do his best and bear in mind constantly that the work of the true teacher is that of training and developing the human minds in his care. But will not somebody sit down on the cranks, and sit down hard?

[For The North Carolina Teacher.]

THE DEMOREST MEDAL CONTESTS.

BY F. S. BLAIR, MENOLA, N. C.

These contests were conceived by that large-hearted millionaire and Christian philanthropist, W. Jennings Demorest, of New York city. He did it for the education of American youth—and as for that, the world—in oratory, temperance and prohibition.

To this end he set apart \$1,000,000 for this series of medal contests, from coin-silver medal, an elegant gold medal, a larger and finer gold medal of more elegant design, to a large and very fine gold medal set with diamonds, called the "diamond medal." Thus it is seen that there is a regular gradation in the series of four medals from silver to diamond.

The first of these contests was held in New York City in the spring of 1886. One year after, many other States having taken of the work, North Carolina began at Summerfield, Guilford county, in the academy of the writer, where, in a fine and spirited contest of boys and girls under twenty-one, Miss Minnie O. Medearis, of that place, obtained the first Demorest medal won in the State.

The movement spread rapidly in North Carolina and in other States, and new States took it up till it has become a "national institution," and until North Carolina, who was far down on the list as to number of contests held, soon passed Minnesota and even California, the State of the Golden Gate, and lastly the Empire State, with her motto "Excelsior," and so came grandly but modestly and unknowingly to the head of the column, no longer, in this particular at least, the "Rip Van Winkle of the Union."

We are, I think, entitled to some self-satisfaction, but have not time to rest on our oars, for we need the hay and

must make it while the sun shines. This point was reached last fall, when, in a national contest at Chicago for the first "diamond medal" contest, North Carolina was at the head of the programme with little Nannie Poland, of Greensboro, as our representative, eleven years old; but just as she was ready to go it so occurred that she remained at home, and is ready to try in this State when the diamond medal contest comes on in Raleigh or some place else.

"Our little Nannie" not being in the Chicago contest, Daisy Stoddard, of Nebraska, aged twelve, came out victor, and is so skilled in the delivery of recitations that she is in demand at \$25 per recitation.

These contests have gone into most of the States and Territories, Canada, England, Ireland, Scotland, France, Germany, Japan and the islands of the sea. In North Carolina they have gone from the center to the mountains and down by the sea, from Beaufort and Perquimans counties to Highlands in Macon county.

These contests are attended with wonderful enthusiasm among the people. The interest in Raleigh just now, as they have reached their fourth contest, is a pretty fair sample at the same stage of progress for other places.

Seven thousand medals have been distributed in the United States, making at least fifty thousand speeches. In North Carolina we have received over nine hundred medals, which represents about seven thousand speeches, *fixing* a healthful temperance sentiment in the minds and lives of the speakers and the hearers too. And I state with the greatest confidence that after twenty years' experience in teaching boys and girls to speak, in which I have taken great satisfaction, I have found nothing else which so awakens and brings out with such gratifying results all the latent oratory and thrilling eloquence to be found in the soul. I therefore commend this work to all my fellow-teachers in the State for the good it will do in all commu-

nities, and not to teachers only do I confidently commend it, but to parents and children, young ladies and gentlemen.

I am the authorized supervisor of the work in this State, and do all the corresponding and sending out of medals, blanks, speech-books, etc., gratis, and so am directed to require price of books (pamphlets) Nos. 1 and 2, of ninety-six pages each, thirteen cents each, which includes first cost, ten cents, postage two cents and expressage one cent; also the postage on silver medals, two cents each, and two two cents for reply, in advance. Gold medals require in addition ten cents registration fee, in advance.

The cost is very little. Any one ought to be able to get thirteen cents to buy a book, and every one winning a medal is willing to pay two cents postage for a silver medal and twelve cents postage and registration fee for a gold medal. The great reward is in the improvement gained by the practice in speaking, which will be useful in any and all lines of public or private speaking all the way through life.

Three of the second or grand gold medals have been obtained in the State. When eight of them (five more) are won we will be ready for a diamond medal contest in Raleigh, I hope; if not there, at some other point in the State.

There are many interesting incidents and facts in connection with the work which I could give in proof of all I have stated. If desired, I will give them at another time.

MUTUAL COURTESY oils the wheels of life and makes them roll easily. It sweetens what is inevitably bitter, and cannot bring about the result save by making the best of things.

IN THE SCHOOL-ROOM.

A CATECHISM OF THE STATES.

Question.—Which is the best State for fresh pork?

Answer.—New-ham-sure.

Q.—Which furnishes the best writers?

A.—Pencil-vania.

Q.—In which should surgeons dwell?

A.—Connect-a-cut.

Q.—Which is the best for deer-hunting?

A.—Collar-a-doe.

Q.—In which can you find a red letter?

A.—Florid-A.

Q.—In which does the bustle make one sick?

A.—Ill-o'noise.

Q.—In which is one likely to lose his farming implements?

A.—I'd-a-hoe.

Q.—In which are bodies of land surrounded by water given a ride?

A.—Rhode Island.

Q.—Which is called to your mind by beholding two \$5 bills?

A.—Ten-I-see.

Q.—What State is round at both ends and high in the middle?

A.—O-hi-o.

Q.—What three States become involved in the following question of a woman's going from one of the elements to another to satisfy her curiosity about another woman?

A.—Would Mary-land to see Dela-ware her New Jersey?

THE FIRST DAY.

This is the first I came to School;
I'm only five years old, you see;
I've broken nearly ev'ry rule,
And couldn't learn the A, B, C.
I really can't see what's the good
Of alphabets and figures, too;
But mamma says, of course, I should
Learn just what other children do.
It's hard to sit so still all day
And keep your tongue from talking out;
I'd rather stay at home and play;
Then mamma'd know what I was about.
When I'm a teacher, I tell you,
I'll let the scholars talk all day;
They'll never have hard work to do,
And always be allowed to play.
Now don't you think that is the best
For little girls and boys like me?
We need an awful lot of rest,
And have no use for A, B, C.
—*Practical Teacher.*

DON'T TALK; let your pupils talk. Don't tell; let your pupils tell. Don't explain; let your pupils explain. If they cannot explain it is because they have not studied, and they have not studied probably because they do not know how. This is your chance. Train them how to study—how to investigate facts, how to assimilate them. Notice, we say *train*, not *show*.—*Normal Exponent.*

FLAG-DRILL.

BY LILLIAN E. SNOW, IN NEW YORK SCHOOL JOURNAL.

[Most teachers are looking for something new and interesting in the way of school-room diversions. We commend this flag-drill as a very attractive exercise which may be very easily learned. The flags may be bought for about ten cents each.—EDITOR.]

March.—Eight children on each side of the stage enter from the back side-entrance; lines pass, coming to front, pass in front, meet in center of back of stage and march forward in couples, first boy in each line marching together, number twos together and so on. During this part of march flags are held in right hand and leaning against right shoulder. Lines separate at front and meet again at back; with flags crossed march again to front, separate, meet again at back. When first couple meet each grasps the other's right wrist with left hand, face front, arms crossed so that flags are perpendicular in front of partner's right shoulder. Each succeeding couple does the same with no loss of time. First couple march to middle, two steps to left. Second couple to middle, two steps to right. Third couple to left of first. Fourth couple to right of second, making a line of eight. Fifth couple march around first line to left, and stand in front of first couple. Sixth couple march around to right and stand in front of second, seventh in front of third, and eighth in front of fourth, all moving at same time till places are reached in line. At a given signal or certain count, arms are uncrossed and each holds flag against right shoulder.

After eight counts the teacher outside, or leader on stage give the following commands. Each command requires eight counts, every eighth count being *first position*, viz., flag in front of right shoulder, *facing*

front. It will be well to give the command either on every seventh or every eighth count, so that pupils will be ready to assume the new position. The figures after each direction indicate the counts:

1. *Salute*.—Right hand forward (1), back (2), out at side (3), back (4). Position, 5, 6, 7, 8.

2. *Shoulder*.—Right hand placed on left shoulder, flags perpendicular, 1, 2, 3, 4, 5, 6, 7. Position, 8.

3. *Droop*.—Step obliquely forward with right foot, 1, 2, 3, 4, 5, 6, 7, at same time holding flag-staff horizontally out in front of body with flag waving downward. Position, 8.

4. *Retreat*.—Back eight steps.

5. *Break Ranks*.—Each pupil face partner (1), cross flags, 2, 3, 4, 5, 6, 7. Position, 8.

6. *Forward*.—Eight steps forward, waving on every count, left 1, right 2; 1, 3, 1, 4; 1, 5, 1, 6; 1, 7. Position, 8.

7. *Friendship*.—Cross flags, facing front.

8. *Unfurl*.—Step obliquely forward and place right hand on left shoulder on count 1. Wave flag to right on count 2, and hold it up counts 3, 4, 5, 6, 7. Position, 8.

9. *Wave*.—Left 1, right 2, left 3, etc. Position, 8.

10. *Line*.—First line move back against second line, stand—eight counts.

11. *Stack*.—First, third, fifth and seventh couples composing left end. Second, fourth, sixth and eighth couples forming right-hand end. Left end and right end each form small circle, right hands extended toward middle, bringing all flags in a bunch; hold as high as shortest boy can reach. Take eight counts to get this position.

12. *Wheel*.—Still with stacked flags each circle moves forward in circle eight counts.

13. *Back*.—Wheel back eight counts.

14. *Line*.—Move gradually into same as No. 10. Position of flags on 8. (Caution: Do not take *position* of flags in numbers 11, 12, 13.)

15. *Position*.—First line march forward eight abreast to same place occupied at opening of the drill.

16. *March*.—First couple move first left hand No. 1 to left; right hand No. 1 to right; second couple next, third next, etc., forming in two lines facing each other, one line at left side of stage, other line at right side of stage. Take as many eights as necessary. Two will probably be enough.

17. *Forward*.—Four steps forward, waving flags at same time; stand 5, 6, 7, 8.

18. *March*.—to position in the two lines as they were at opening of drill. (This may take more than one set of eight counts.)

19. *Ground*.—Right hand forward, 1, 2, lay on floor, but holding staff in hand, 3, 4, rise with hand forward, 5, 6. Position, 7, 8.

20. *Triumph*.—Step obliquely forward on count *one*, also waving to left and right on 1, 2. Hold flag in that position, 3, 4, 5, 6, 7. Position, 8.

21. *Defiance*.—Partners face, 1, step obliquely forward with right foot and at same time place right hand with flag on left shoulder, 2. Wave out right, 3, hold it, 4, 5, 6, 7. Position, 8.

22. *Friendship*.—Repeat number 7.

23. *Peace*.—Let flag droop behind shoulder, right hand against shoulder, staff pointing horizontally backward. Position, 8.

24. *Wave*.—Repeat number 9.

25. *Surrender*.—Hold flag in position four counts. On count *five* open the hand, letting flag fall. (Do not take position on count 8.)

26. *Recover*.—Take two counts to stoop, take hold of and lift flag, hold on 3, 4. Position, 5, 6, 7, 8.

27. *Shoulder*.—Repeat number 2.

28. *Wave*.—Repeat number 9.

29. *Rest*.—Place top of flag on floor, holding still in right hand. Position, 8.

30. *Display*.—Bend the hand so as to let the staff lie horizontally across body from right shoulder to left, flag drooping down. Position, 8.

31. *Wave*.—Repeat number 9.

32. *Friendship*.—Repeat number 7.

33. *Salute*.—Repeat number 1.

34. *March*.—Repeat number 16.

35. *Forward*.—Flags pointing slightly forward, take four steps, which will bring the lines nearly together with flags meeting at the top, forming a bower. Hold this position, 5, 6, 7. Position, 8.

Now the performers are in line in center of stage, facing front, flags against shoulders, with the number eights as leaders instead of number ones who led in.

Left line march to left, forming a circle with his line; at same time right line march to right, forming a circle with his line. This will take two eights to get space between boys tolerably even. At given signal or count they stop, form a complete circle by each left hand taking the other's right. Stand through the eight counts and then raising hands as high as possible, circle eight steps forward and eight steps back and stop. Break into circles of four, stand through eight counts, then circle eight steps forward and eight steps back, with flags high. Then stop, form the two large circles again, circle forward and back, then number eights break and march to front of stage, sevens next, then sixes, and so on, making a double line in center of stage. (It may take two sets of counts to get all in position.) Then march off to left in double line, waving flags to left and right as they pass off.

NOTE.—This can be made longer if desirable by repeating numbers. The effect of the drill is very pretty when the pupils are thoroughly acquainted with it. Lines must not be formed too far to the front, so that when flags are *Surrendered* (25) there will be plenty of room on stage. The flags should be two-foot flags.

WHO WILL EXPLAIN IT?

To tell the day of the week, take the last two figures of the year, add a quarter to this, disregarding the fraction; add the date to the following list, one figure standing for each month, 3-6-6-2-4-0-2-5-1-3-6-1; divide the sum by seven and the remainder will give the number of the day in the week, and when there is no remainder the day will be Saturday.

As an example take to-day, March 19, 1890. Take 90, add 22, add 19, add 6. This gives 137, which divided by 7 leaves a remainder of 4, which is the number of the day, or Wednesday.

THE MAN WHO SAYS WHAT HE THINKS.

Have you ever met the man who prides himself on the fact that he "always says just what he thinks"? You have? Then you will agree with me that he is a good deal of a walking, talking pestilence. There is no truer saying than this: that speech was given to disguise one's thoughts. The refinements of civilized life melt away before the man or the woman who says what he or she thinks. Mortals of that kind do not even observe the good old rule about thinking several times before speaking. No. But, ignoring such a thing as tact—which is the fair offspring of thoughtful speech—they betray the fact that they speak what they have no business to think in a way that makes every one about them dismally uncomfortable and ready to vow that the man who thinks and speaks not is incomparably preferable to the fellow who thinks and speaks simultaneously.

CLASSICAL DEPARTMENT.

All classical teachers throughout the State are cordially invited to contribute articles to this department.

A CLASSICAL SCHOLAR.

Every teacher of the classics should be acquainted with the "Life and Letters of Lord Macaulay," a book which shows what genuine classical scholarship is. Few public men in our country have the inclination to read the classical writers. Indeed, it is not impossible to hear members of our highest legislative assembly, representing constituencies large enough to support a college, boast that they are ignorant of Latin and Greek. Far different are the English statesmen. Mr. Gladstone writes Latin and Greek with ease and accuracy, and while pleading for the rights of Ireland, or exhibiting the follies of the American tariff, he finds time to make himself a recognized authority on Homer. Lord Macaulay was a genuine lover of the classics, and his love was proved by his frequent reading of the best classical writers. His Greek and Latin books were full of notes that he scribbled upon the pages, and at the end are brief criticisms and memoranda. He read the dramas of Plautus six times, as indicated by the following notes in his edition:

"I read Plautus four times at Calcutta.

"The first, in November and December, 1834.

"The second, in January and the beginning of February, 1835.

"The fourth, on the Sundays beginning from the 1st of January, 1837.

"I have since read him in the Isle of Wight (1850), and in the south of France (1858)."

The following note is written in his Sallust:

"I think Sallust inferior to both Livy and Tacitus in the talents of an historian. There is a lecturing, declaiming tone about him which would suit a teacher of rhetoric better than a statesman engaged in recording great events. Still he is a good writer, and the view which he here gives of the state of parties at Rome and the frightful demoralization of the aristocracy is full of interest. June 10th, 1835. May 6, 1837."

He writes in Cæsar's Civil War:

"He is an admirable writer—worth ten of Sallust. His manner is the perfection of good sense and good taste. He rises on me also as a man. He was on the right side, so far as in such a miserable government there could be a right side. He used his victory with glorious humanity. Pompey, whether he inclined to it or not, must have established a reign of terror to gratify the execrable aristocracy whose tool he had stooped to be."

"I finished Livy, after reading him with the greatest delight, interest and admiration, May 31, 1835; again April 29, 1837."

It is a decided revelation for a school-boy to read such a book as Macaulay's *Life and Letters*, and for a boy of literary taste and ambition it would afford real inspiration. Let every classical teacher place it in his school library.

G. T. W.

LATIN COMPOSITION.

No system of instruction in Latin is complete if it does not include Latin composition. Writing Latin is not only a most efficient means of mental discipline, but it is absolutely indispensable to the mastery of the Latin authors.

The following method, set forth by Prof. W. C. Collar, seems to be based upon true principles, and the testimony of many teachers is favorable to its practical working:

"Fourteen years ago, in a paper on writing Latin, read before an association of teachers, I quoted from Ascham's 'Scholemaster' certain passages, to which, as I then said, I owed the suggestion of a pleasant and helpful method of teaching. I now quote the same passages again because they strike in a quaint chord the key-notes of this little book:

"'After the childe hath learned perfitlie the eight partes of speach, let him then learne the right joyning together of substantives with adjectives, the nowne with the verbe, the relative with the antecedent. And in learninge farther hys Syntaxis, by mine advice, he shall not use the common order in common scholes for making of latines: wherby the childe commonlie learneth, first, an evill choice of wordes, (and right choice of wordes, saith *Cæsar*, is the foundation of eloquence) than, a wrong placing of wordes: and lastlie, an ill framing of the sentence, with a perverse judgment, both of wordes and sentences. These faultes, taking once roote in yougthe, be never, or hardlie, pluckt away in age. Moreover, there is no one thing, that hath more, either dulled the wittes, or taken awaye the will of children from learning, then the care they have, to satisfie their masters, in making of latines. . . .

"'There is a waie touched in the first booke of *Cicero De Oratore*, which, wisely brought into scholes, truely taught, and constantly used, would not onely take wholly away this butcherlie feare in making of latines, but would also, with ease and pleasure, and in short time, as I know by good experience, worke a true choice and placing of wordes, a right ordering of sentences, an easie understanding of the tonge, a readiness to speake, a facilitie to write, a true judgment, both of his owne, and other mens doinges, what tonge so ever he doth use.

“The waie is this. After the three Concordances learned, as I touched before, let the master read unto hym the Epistles of *Cicero*, gathered together and chosen out by *Sturmius*, for the capacitie of children.

“First, let him teach the childe, cheerfullie and plainlie, the cause and matter of the letter: then, let him construe it into Englishe, so oft, as the childe may easilie carie awaie the understanding of it; lastlie, parse it over perfitlie. This done thus, let the childe, by and by, both construe and parse it over againe: so, that it may appeare, that the childe douteth in nothing, that his master taught him before. After this, the childe must take a paper booke, and sitting in some place, where no man shall prompe him, by him self, let him translate into Englishe his former lesson. Then shewing it to his master, let the master take from him his latin booke, and pausing an houre, at the least, then let the childe translate his owne Englishe into latin againe, in an other paper booke. When the childe bringeth it, turned into latin, the master must compare it with *Tullies* booke, and laie them both together: and where the childe doth well, either in chosing, or true placing of *Tullies* words, let the master praise him, and saie here ye do well. For I assure you, there is no such whetstone, to sharpen a good witte and encourage a will to learninge, as is praise.

“But if the childe misse, either in forgetting a worde, or in chaunging a good with a worse, or misordering the sentence, I would not have the master, either froune or chide with him, if the childe have done his diligence, and used no trewandship therein. For I know by good experience, that a childe shall take more profit of two fautes, gentlie warned of, then of foure thinges rightly hitt. For than, the master shall have good occasion to saie unto him: *Tullie* would have used such a worde, not this: *Tullie* would have placed this worde here, not there: would have

used this case, this number, this person, this degree, this gender: he would have used this moode, this tens, this simple, rather than this compound: this adverb here, not there: he would have ended the sentence with this verbe, not with that nowne or participle. . . .

“‘When the Master shall compare *Tullies* booke with his Scholers translation, let the Master, at the first, lead and teach his scholer, to joyne the Rewles of his Grammer booke with the examples of his present lesson, until the Scholer, by him selfe, be hable to fetch out of his Grammer, everie Rewle for everie Example. So, as the Grammer booke be ever in the Scholers hand, and also used of him, as a Dictionarie, for everie present use. This is a lively and perfite waie of teaching of Rewles: where the common waie, used in common Scholes, to read the Grammer alone by it selfe, is tedious for the Master, hard for the Scholer, colde and uncumfortable for them bothe.’

“In these few paragraphs we have a method of teaching outlined in a clear, firm hand by one of the greatest of schoolmasters. A method proposed by a great teacher should not in any case be lightly put by; but Ascham adds the testimony and support of his own practice. ‘I know,’ he says, ‘by good experience.’ Still for three hundred years we have neglected the wise words of the old schoolmaster and his straight and simple way, and have gone on beating about the bush and ‘making of latines’ with the same beggarly results that Ascham saw in his day. Books multiply, ingenious methods abound, teachers grind on with ever more painstaking, but somehow the children do not get ahead as they ought. The processes of education have grown too intricate and mechanical. We have theorized, and systematized, and organized, and directed, and refined, until there seems to be little room left for freedom, originality or spontaneity. It is sometimes well to take a short turn back to first principles, to nature and common

sense. This is what Ascham did. The ingenious methods of the masters of his day, which no doubt were supported by excellent arguments, he cast aside; and while they taught the 'making of latines,' he taught his pupils to write Latin and to read and understand Latin authors. He appears to have laid firm grasp of the principle that all elementary exercise in writing Latin must be based on a portion, however small, of the *ipsissima verba* of a Latin author. All the learner's material he must find there—order, words, idioms, constructions. In this way the learner is compelled to weigh the meanings of words, to mark attentively changes of form and turns of expression strange to his own tongue, to remember, to imitate, to reproduce."

Prof. Collar has embodied these principles in a Practical Latin Composition suitable for the higher classes of schools, and Prof. M. Grant Daniell has also admirably illustrated them in his "Exercises in Latin Composition," a book based upon Cæsar, and of the grade to suit classes beginning to read Cæsar.

G. T. W.

CLASSICAL BOOKS IN LUBBOCK'S LIST.

For some reason there is just now a revival of interest in Sir John Lubbock's "List of One Hundred Best Books." It may be worth while to give here the classical books deemed worthy to be placed in this list, and Lubbock's comments on them.

"The oldest books of the world are remarkable and interesting on account of their very age; and the works which have influenced the opinions or charmed the leisure hours of millions of men in distant times and far-away regions are well worth reading on that very account. It is

true that to many of us such works are accessible only in translations; but translations, though they can never, perhaps, do justice to the original, may yet be admirable in themselves. The Bible itself, which must stand first in the list, is a conclusive case.

At the head of all non-Christian moralists, I must place the *Enchiridion* of Epictetus, certainly one of the noblest books in the whole of literature; so short, moreover, so accessible and so well translated that it is always a source of wonder to me that it is so little read. With Epictetus, I think, must come Marcus Aurelius. The *Ethics* of Aristotle, perhaps, appear to some disadvantage from the very fact that they have so profoundly influenced our views of morality.

Aristotle and Plato again stand at the head of another class. The *Politics* of Aristotle, and Plato's *Dialogues* (if not the whole, at any rate the *Phædo*, the *Apology* and the *Republic*) will be, of course, read by all who wish to know anything of the history of human thought. Aristotle, being the father, if not the creator of the modern scientific method, it has followed, naturally, indeed almost inevitably, that his principles have become part of our very intellectual being, so that they seem now almost self-evident, while his actual observations, though very remarkable, as, for instance, when he observes that bees on one journey confine themselves to one flower—still have been in many cases superseded by others. We must not be ungrateful to the great master, because his own lessons have taught us how to advance. Plato, on the other hand, I say so with all respect, seems to me in some cases to play on words. His arguments are very able, very philosophical, often very noble, but not always conclusive; in a language differently constructed, they might sometimes tell in exactly the opposite sense. If this method has proved less fruitful, if in metaphysics we have made but little advance,

that very fact, in one point of view, leaves Plato's *Dialogues* of Socrates as instructive now as ever they were, while the problems with which they deal will always rouse our interest, as the calm and lofty spirit which inspires them must always command our admiration.

I would also mention Demosthenes' *De Corona*, which Lord Brougham pronounced the greatest oration of the greatest of orators; Lucretius; Plutarch's *Lives*; Horace, and at least the *De Officiis*, *De Amicitia* and *De Senectute* of Cicero.

The great epics of the world have always constituted one of the most popular branches of literature. Yet how few, comparatively, ever read the *Iliad* or *Odyssey*, Hesiod or Virgil, after leaving school.

Among the Greek tragedians, Æschylus, if not all his works, at any rate *Prometheus*, perhaps the sublimest poem in Greek literature, and the *Trilogy*. (Mr. Symonds, in his *Greek Poets*, speaks of the 'unrivalled majesty' of the *Agamemnon*, and Mark Pattison considered it 'the grandest work of creative genius in the whole range of literature'); or, as Mr. Grant Duff recommends, the *Persæ*; Sophocles (*Œdipus Tyrannus*), Euripides (*Medea*) and Aristophanes (the *Knights* and the *Clouds*). Schlegel says that probably even the greatest scholar does not understand half his jokes.

In history I will mention Herodotus, Xenophon (the *Anabasis*), Thucydides and Tacitus (*Germania*)."

In the final list, Lubbock added other classical books, for example, Livy and the *Memorabilia* of Xenophon. It is worthy of note that most of the additions proposed by others increased rather than diminished the number of Greek and Latin books in the list.

Readers are often in doubt as to the best translations. Lubbock names none. In our next issue we shall speak of some good translations of each work.

E. A.

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1890-'91.

OFFICERS:

CHARLES D. McIVER, President, Raleigh.
EUGENE G. HARRELL, Sec. and Treas., Raleigh.

VICE-PRESIDENTS:

- | | |
|--------------------------------|---------------------------------------|
| 1. Hugh Morson, Raleigh. | 5. J. A. Holmes, Chapel Hill. |
| 2. J. J. Blair, Winston. | 6. Alex. Graham, Charlotte. |
| 3. J. B. Brewer, Murfreesboro. | 7. Mrs. Annie McGilvary, Statesville. |
| 4. J. Y. Joyner, Goldsboro. | 8. Miss Rachel Brookfield, New Bern. |
| 9. Miss Bettie Clarke, Oxford. | |

EXECUTIVE COMMITTEE:

CHAS. D. McIVER, Charlotte,	<i>ex officio</i> President.
EUGENE G. HARRELL, Raleigh,	<i>ex officio</i> Secretary.
George T. Winston, Chapel Hill.	M. C. S. Noble, Wilmington.
W. L. Poteat, Wake Forest College.	E. L. Hughes, Reidsville.
C. B. Denson, Raleigh.	E. McK. Goodwin, Raleigh.
L. D. Howell, Winston.	

COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Tuesday, June 17th, 1891, continuing to June 30th.

REPORT OF AUDITING COMMITTEE.

On August 20th the Auditing Committee met in Raleigh and made the annual examination of the books and accounts of the Secretary and Treasurer. All bills of the session have been paid, and there is now on hand \$288.92. The following report was endorsed upon the books:

I have examined the above accounts and find them correct.

G. T. WINSTON,

Raleigh, N. C., Aug. 20, '90.

Chairman.

The amount received and disbursed by the Assembly during the past seven years is near \$8,000. The Teachers' Assembly Building cost, including seats and gas and water fixtures, \$6,700.

OUR EDUCATIONAL EXPOSITION.

NOTES OF OUR VISIT CONTINUED.

Continuing our visit to the Educational Exposition, we find an excellent exhibit of Calisthenics and Gymnastic Supplies by

ALFRED WILLIAMS & CO., RALEIGH.

The display includes dumb-bells, rings, wands, Indian-clubs and guns, all made in this State of our beautiful North Carolina yellow pine. The guns are exact army regulation shape and size, and weigh only about two pounds each. They are now being much used in military companies of *girls* which are formed in several schools of the State as a most graceful, attractive and healthful exercise. This house also exhibits their "Wall Map of North Carolina" for schools, and a full line of their school publications, including bound volumes of THE NORTH CAROLINA TEACHER for seven years.

A very handsome display of Fine and Artistic Printing and Binding was made by

EDWARDS & BROUGHTON, RALEIGH, N. C.

The various specimens of their excellent educational printing included school catalogues, magazines, commence-

ment invitations and programmes, school reports, records and books. They make a specialty of printing for schools and colleges, and the work which they exhibit will compare favorably in every way with that done by any other house in this country.

An interesting article for primary teachers was shown by Prof. E. E. Britton, of Mt. Olive, and is called the

ADJUSTABLE CHART FRAME.

It is a perfect reading-chart, and the frame is fitted with grooves into which letters, words, sentences, objects and figures are placed according as the teacher may have use for them. It is a new thing and a good thing, and will be found exceedingly useful to teachers of little children, as it combines both the chart and blackboard.

Mr. A. C. Ducker, of Charlotte, the general agent, exhibited an excellent patent school desk and

KING'S HISTORICAL PORTFOLIO.

History is either a dry subject or an exceedingly interesting study, according as the teacher may make it. The King Portfolio will give new life to the study of history and shed new light upon the most obscure pages.

Passing on to the last room on the left, we find a lovely landscape and very fine work in crayon by Miss Lora Hagan, of Greensboro; three beautiful oil paintings by Miss Eugenia McIver, of Euphronia, and a capital life-size crayon portrait of Prof. Henry Louis Smith, President of the Assembly. The portrait was presented to the Teacher's Assembly by the artist and now hangs among the group of presidential portraits.

The American Book Company exhibits "McGuffey's New Primary Reading Charts" and Ivison's "Historical

Charts." These were shown on neat revolving frames, and were interesting to teachers.

One of the most attractive and entertaining things upon the Exposition floor was

THE MODEL COUNTRY SCHOOL.

Twenty bright girls and boys of Morehead City formed the school, and the accomplished and enthusiastic teachers were Miss Mary V. Marsh, of Raleigh, and Miss Nannie Y. Burke, of Taylorsville. There is a daily session of the Model School from 9 to 10:30 A. M., and the room is so crowded by interested visitors that it is difficult to secure even standing-room during the exercises. The work done by these teachers is just such as any good teacher ought to be able to do when first taking a school in the country or in a small village. The object of this Model School is not to air any new-fangled notions or educational machinery, but to show that good teaching may be done by an ambitious and progressive teacher in a country school, and with just such conveniences as happen to be found in the average district school of short-term duration. Misses Burke and Marsh succeeded admirably in the work and gave much encouragement and many most excellent ideas to young teachers.

AT TEN years of age a boy thinks his father knows a great deal; at fifteen, he knows as much as his father; at twenty, he knows twice as much; at thirty, he is willing to take his advice; at forty, he begins to think his father knows something after all; at fifty, he begins to seek his advice, and at sixty—after his father is dead—he thinks he was the smartest man that ever lived.

STATE TEACHERS' INSTITUTES.

CONDUCTORS:

CHARLES D. McIVER,	Raleigh, N. C.
EDWARD A. ALDERMAN,	Raleigh, N. C.

STOKES COUNTY, August 21.

MESSRS. J. J. BLAIR *and* E. L. HUGHES, *Conductors:*

While on a visit to Danbury I had the pleasure of attending the Institute at that place, conducted by Professors Blair and Hughes. It was most admirably conducted—the finest work of the kind I ever witnessed. The Professors worked hard, and their work showed how much time and labor had been spent. They were prompt to the minute in assembling and dismissing. They tried to impress upon the teachers that the mental, physical and moral training of the child must be attended to, the latter being the most important of the three.

There were fifty teachers in attendance, and everything done by these gentlemen pertaining to the Institute was calculated to awaken interest and energy in teachers and people, and to make teachers realize as never before the necessity of better fitting themselves for their work, and how the public school teacher could become the philanthropist of mankind.

MAGGIE ESTES.

GASTON COUNTY, August 21–22.

CHAS. D. McIVER, *Conductor:*

The Teachers' Institute for Gaston County was held at Dallas, North Carolina, August 18th to 22d, by Prof. Chas. D. McIver.

Many of our public schools are in session at this time of year, but they were closed for one week. There was at the Institute an attendance of forty or fifty out of about seventy white public school teachers in the county.

We teachers are thankful for the opportunity of listening to Professor McIver's earnest explanation and illustration of methods of teaching.

On Friday the teachers, a goodly number of citizens and a few committeemen listened to a masterly and eloquent defence of our public school system. We are confident that in that effort Professor McIver removed from many minds prejudice against public schools.

Professor McIver also urged that as the State, at the University, and the churches, at Wake Forest, Davidson and Trinity have provided for the young men of our State, so the girls should also be provided for as a matter of simple justice to the girls, and that we might have more female teachers in our public schools.

Respectfully,

JOHN. F. BRADLEY.

"BOYS WILL BE BOYS."

"Boys will be boys!" Yes, if boys may be pure,
Models for men;
If their thoughts may be modest, their truthfulness sure,
Say it again!
If boys will be boys, such as boys ought to be—
Boys full of sweet-minded, light-hearted glee—
Let boys be boys, brave, loving and free,
Till they are men!

—*Christian Union.*

EDITORIAL.

SOMEWHAT PERSONAL.

The editor tries not to give advice to teachers except in matters with which he is reasonably well acquainted. A letter is now lying on the desk from a writer who is enthusiastic in endorsing some of the suggestions to teachers which the editor recently offered in this journal, and the writer closes by saying, "You seem to know just what you are talking about and I would like to know if you have ever taught a school." In reply to this question, which has come to the editor several times before this, we will say that we have been a teacher with a very pleasant experience of about three years. In the academies at Snow Hill, Greene County, and at Smithfield, Johnston County, we spent a year each as assistant teacher, and for a year we were principal of the Male and Female Institute at Clayton, Johnston County, which latter school we resigned for other work, just before locating permanently in Raleigh. We cherish most pleasant recollections of our work at each of these places, and we trust that it has not been wholly without good results. We have many greatly esteemed friends among our pupils and patrons in Greene and Johnston counties. While it was our privilege to teach a school we tried to learn, by experience, something about the business, just as we have endeavored to do in our subsequent occupation. We think that we succeeded with average satisfaction. We have never ceased our desire and efforts to learn something more about teaching by observation, and we think we have succeeded fairly well in that effort also. What we have learned, both by experience and observation,

we are trying from time to time to tell to our readers of THE TEACHER. We hope to attain reasonable success also in this.

LET THE Legislature increase the fund for public schools by a tax of one dollar annually upon each dog in the State. This will nearly double the school fund.

HAS ANY teacher in your county married within the past thirty days? Died? Moved in? Gone away? Have you sent THE TEACHER any items of educational news lately?

DIDN'T WE tell you so? The "educational boom" which we some time ago told you was coming is *now here*. The schools and colleges are full of scholars, and the Legislature is going to increase the fund for public schools. Hurrah for The Old North State!

THE NEW COVER PAGE for THE TEACHER was designed and drawn by Mr. Hunter Harris, of Raleigh. The design represents the lamp of knowledge, the State of North Carolina for which we are specially working, a prosperous school full of pupils (such as those who read THE TEACHER always have), a progressive teacher, and a vignette of Archibald D. Murphy, the father of our school system. We hope you like the new cover.

EVERYBODY IS pleased with the sets of "Dickens" and "Waverly Novels" and the "Evolution of Dodd" that are given as premiums to subscribers to THE TEACHER. The Dickens set has been increased from nine volumes to twelve, and we now furnish the set of books and THE TEACHER for a year for \$1.50; Waverly Novels, twelve volumes, and THE TEACHER for \$1.50; "Evolution of Dodd" and THE TEACHER for \$1.00. All sent by mail postpaid at the prices given. We cannot furnish the premium books except when the subscription is paid in advance.

WE ARE SORRY that our neighbor, the *Southern Educator*, could only get "meagre information" concerning the proceedings of the "Southern Educational Association." As the meeting was held in North Carolina it seems to us that editors of educational journals who felt an interest in the organization and were in sympathy with the movement could easily have been present so as to have learned personally more about the Association and its objects.

THE NORTHERN TEACHERS and educational journals charge that the election of Col. W. R. Garrett, of Tennessee, as president of the National Educational Association was secured by "fraud and conspiracy." Col. Garrett is a broad-minded and incorruptible, typical Southern gentleman and is incapable of being a party to any such proceeding. We advise him, in justice to himself and the South, to resign the presidency of the National Educational Association. Our South-land is not honored by holding office in a Northern organization under such conditions as are charged.

THERE IS a more decided educational atmosphere throughout the country than was ever seen before, and it is largely the work of the Teachers' Assembly, the Farmers' Alliance and the State Institutes. We have the same politicians and school men that we have always had and yet nothing has before been done looking to the improvement of our public schools. Since the farmers, however, and teachers have formed strong organizations, and, through the Alliance and the Assembly, have moved for increased educational facilities *something must be done* by the Legislature, and something *will* be done.

IT HAS been stated in some papers that "The Southern Educational Association will meet at New Orleans during the Christmas holidays." This is a mistake. The South-

ern Educational Association will probably meet upon Look-out Mountain, Chattanooga, Tenn., July 1-5, 1891. The erroneous statement may have been intended to refer to the "Southern Auxiliary of the National Educational Association," which held a meeting at Montgomery, Ala., in June. That body is entirely different from the *Southern Educational Association* which met and organized at Morehead City, N. C., July 1-5, 1890.

THERE WILL be a grand educational meeting in Commons Hall at Raleigh on Friday evening, October 15th, during the State Fair. A number of the most prominent educators in the State will make ten-minute speeches upon the condition, needs and prospects of the educational interests in North Carolina. Teachers and friends of education throughout the State are interested in this meeting, and are urgently invited to be present. The Committee of Arrangements and Programme comprise Messrs. W. J. Peele, Hugh Morson, E. P. Moses and Eugene G. Harrell, all of Raleigh. There will be a large number of ladies present, and the programme is expected to be a most enjoyable one throughout.

THERE IS a greater demand for the teaching of the history of our State in the schools than ever before. The publishers of Mrs. Spencer's "First Steps in North Carolina History" and Major Moore's "School History of North Carolina" can scarcely keep up with the orders for the books. The revised edition of Mrs. Spencer's charming little book is now ready, and a large part of the edition was sold by advance orders before the book came from press. The ninth edition of Moore's History of North Carolina is ordered much faster than the presses can furnish the book. There are very few principal schools, public or private, now in this State which are without classes in North Carolina history.

A TRUE EDUCATIONAL journal is not full of untried methods of teaching, for they are generally worthless, nor of tried methods because any reputable book on teaching (price about \$1.00) will give all those; but it is a medium of communication between teachers and of information concerning the educational work of the State or country in which its operations are conducted. It is a pleasant social visitor from school to school, bringing and carrying news and views from co-laborers throughout its territory, introducing the brotherhood to one another, pleasantly chatting with each one, giving words of cheer and encouragement to those who are faithfully at work, trying to stimulate any who may be listless, and sounding a note of warning when it sees fanatical men or women seeking to establish devices and schemes of humbuggery—so-called “methods”—into the schools throughout its section. This is our ideal of an educational journal, and we have been trying for seven years to make THE NORTH CAROLINA TEACHER conform as closely to this ideal as lieth within our power.

THE NATIONAL EDUCATIONAL ASSOCIATION professes to be friendly towards the South. The recent session at St. Paul ended in almost a riot because a Southern man was chosen president by the Committee on Nominations. Ever since that meeting the representative Northern educational journals have been most vigorously abusing the leading Northern teachers in the Association who took part in the election of the Southern man, the first one ever elected president of the National Educational Association. Such pleasant charges as “conspiracy,” “corruption,” “bossism,” “Tom Reid-ism,” have been frequently and openly made concerning the election of Col. W. R. Garrett, of Tennessee. It is quite evident that the National Educational Association is distinctively and emphatically a *Northern* organization, and its friendship for the South exists

only in name and upon paper. Southern teachers will, we think, not disturb the deliberations of the National Association in future by their presence, but they will give their energies and counsels to their own Southern Educational Association.

THE DEMOCRATIC JUDICIAL CONVENTION which met at Raleigh on August 20th adopted this clause as a part of its platform:

"WHEREAS, The education of the people is essential not only to individual happiness and prosperity, but also to the maintenance of civil and religious liberty:

Resolved, That the next General Assembly of North Carolina be requested to increase the fund for the maintenance of public schools."

This is right and proper and expresses the views of a large majority of the people of North Carolina. But the Convention did not go far enough in its demand for improvement. Another resolution was needed somewhat as follows: "*Resolved*, That our Senators and Representatives in Congress be instructed to use every means in their power towards securing the repeal of the iniquitous law which robs every man, woman and child in the Southern States of two dollars annually for the purpose of paying pensions to those Northern soldiers and their legions of kindred who brought the sword, fire and murder into the South and desolated and impoverished our country by civil war. *Resolved further*, That the said two dollars per capita shall be appropriated, when recovered, to the education of Southern children." Such resolutions as these will likewise express the views of an overwhelming majority of our people. The sum which North Carolina is compelled to pay for Northern pensions represents \$10 for each person of school age in our State! Our people would be glad to pay such a princely sum to our own Confederate veterans.

ABOUT OUR TEACHERS AND SCHOOLS.

MISS ANNIE BLAIR is teaching at Monroe.

MRS. H. J. CARRAWAY has a fine school at Halifax.

MISS IDA P. GAY is teaching at Falkland, Pitt County.

MR. C. C. HOLDEN has a good select school at Raleigh.

MISS MAMIE L. CARVER is again teaching at Sherwood.

REV. J. M. DOWNUM is principal of the High School at Elkin.

MISS KATE HAMPTON is teaching at Cashier's, Jackson County.

MR. JNO. F. BRADLEY is teaching a private school near Gastonia.

MISS LELLA B. REEKS is teaching at Cool Spring, Iredell County.

THE OAK RIDGE INSTITUTE is enjoying a flood-tide of prosperity.

MISS MARY JOHNSON is teaching at Queensdale, Robeson County.

PROF. J. A. YOST is president of Weaverville College, Buncombe County.

CAPT. L. R. BREECE has a fine school at St. Paul's, Cumberland County.

MR. J. A. NARROW has opened a school at Fort Call, Richmond County.

MRS. W. N. BARNES has a prosperous school at Stovall, Granville County.

TRINITY COLLEGE enrolled one hundred students on the first day of the Fall term.

MR. J. H. SMITH has a good school of over fifty scholars at Falls, Wake County.

MR. GEO. T. FARNELL is principal of the Academy at Coahoma, Lenoir County.

MISS RUTH LANIER has accepted a position as teacher in the Winston Graded School.

LOUISBURG FEMALE COLLEGE opens the Fall term with double its former attendance.

MISS MARIA PATON is teaching at Lockville, Haywood County. Twenty-two pupils enrolled.

MRS. CHARLES D. MCIVER has accepted the position of Lady Principal in Charlotte Female College.

MR. H. H. RANSOM goes to Monroe, La., as Superintendent of the Public Schools of that place.

MR. W. J. MATTHEWS, A. M., has been elected principal of Greenville Male Academy, Pitt County.

MR. J. B. SPILLMAN (Wake Forest) has been engaged as assistant teacher in the Raleigh Male Academy.

MR. FRANK DANCY, of Raleigh, has been elected to the Chair of Chemistry and Physics in Peace Institute.

MR. J. W. HENDREN (Wake Forest), of Vashti, is now principal of the Academy at Moravian Falls, Wilkes County.

MR. STREET BREWER, of Sampson County, is principal of Beaver Dam Academy at Clay Fork, Cumberland County.

MISS MINNIE CARRAWAY has accepted a position as assistant teacher in Mr. C. H. James' school at Grifton, Pitt County.

MR. A. A. HAMLET has charge of Oak Grove High School at Jupiter, Buncombe County. Over seventy pupils enrolled.

THE STATE UNIVERSITY has near two hundred students enrolled. An unusually large number of freshmen have entered.

MR. HUGH L. MILLER (University N. C., '90), of Goldsboro, has been elected principal of the Graded School of that city.

MISS JENNIE S. BRIGGS, who has been teaching near Greensboro, is now taking the teachers' course at Fairview Academy.

MISS ALICE SPARKS, of Nashville, Tennessee, has taken charge of the English and Latin departments of Clinton Female Institute.

SALEM FEMALE ACADEMY has a larger opening than in several years. Three hundred and fifty students are expected during this term.

MR. L. L. HARGROVE, of Snow Hill (Nashville Normal College), will assist Mr. F. P. Wyche in the management of Gibson High School.

MISS MARY KIMBERLY, at Ramoth, Buncombe County, has closed her school for the present and will enter the Nashville Normal College.

MR. H. C. MOORE (Wake Forest), is principal of Cove Creek Academy at Sugar Grove, Watauga County. He is assisted by Mr. John H. Bingham.

MISS EMMA C. TINSLEY is associate principal of the Female College at Rutherfordton, Rutherford County. This is one of the best schools in the West.

WAKE FOREST COLLEGE opens the Fall term with an unusually large attendance. This will be a most prosperous year with this noble old institution of learning.

PROF. D. MATT. THOMPSON, president of Piedmont Seminary, has been elected superintendent of public schools at Gainesville, Florida, and has accepted the position.

MR. J. H. MCCracken (Trinity College), has charge of the High School at Institute, Orange county. He has able assistants, and the school opened very successfully.

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE at Raleigh began its second term on September 4th with a fine enrollment and the outlook of a most prosperous term.

THE FOLLOWING LADIES have just been elected teachers in the Raleigh Graded Schools: Misses Lillian Nicholson, Ruth Lanier and Sarah A. Tillinghast, and Mrs. G. S. Houston.

MR. D. L. ELLIS, principal of Carolina Institute at Nashville, has taken charge of the High School at Fair View, Buncombe County. His first term began with over seventy pupils.

PEACE INSTITUTE opened its Fall term on September 3d with over a hundred pupils, a much larger number than at any opening in several years. One hundred and fifty are now enrolled.

PROF. L. W. BAGLEY is principal of the High School at Littleton, Halifax county. The course is extensive, the instruction thorough, and the school opened August 25th with a fine attendance.

IT WILL BE very gratifying to Prof. F. P. Hobgood's hosts of friends and acquaintances throughout the State to learn that his health has been entirely restored and he is again with his family at Oxford.

MISS CLYDE RHODES, of Wilson, North Carolina, late a graduate of the St. Louis Conservatory of Music, has accepted a position as music teacher in the Missouri State Institution for the Blind at St. Louis.

MISS BETTIE BALL, of Greensboro, a graduate of Greensboro Female College, will take a position as instructor in art and elocution in Wesleyan Female College, Murfreesboro, North Carolina, beginning with the Fall term.

MR. J. E. SMITH, of Wake County, recently of the Reidsville Graded School, is teaching in Lascassas, Tennessee. He is a fine teacher and we congratulate our sister State upon securing his excellent services in the school-room.

MISS CARRIE HARDING, of Kinston, who is teaching a private school in St. Louis, Mo., has spent her summer vacation in visiting relatives and friends in North Carolina. She returned to her work in the West on September 13.

MISSSES VIRGINIA AND HENNIE PATRICK, as principals; Mrs. I. Harding, French teacher, and Miss Kate Miller, music teacher, opened a boarding and day school for girls and small boys in the old Nunn Hotel building at Kinston on September 1st.

MR. THOMAS J. SIMMONS (Wake Forest College), who has been teaching in the Durham Graded School for several years, has gone to Athens,

Georgia, as principal of the Washington Street School and Associate Superintendent of the city public schools.

THE RALEIGH GRADED SCHOOLS opened on September 12th with an exceedingly fine corps of teachers and all the rooms full of enthusiastic children. Superintendent Moses is expecting a more successful term's work than ever before, and he will not be disappointed.

THE OLD and justly popular St. Mary's School at Raleigh, Rev. Bennett Smedes, Rector, opened the advent term on September 12th with a very gratifying attendance. The school has proudly flourished in North Carolina since 1842. Every desk is occupied by a pupil.

MISS MATTIE W. ROUNTREE, of Kinston, a member of the Teachers' Assembly, succeeds Miss Stubbs as editor of the *Orphan's Friend*. Miss Rountree is a competent and charming writer, and the paper will continue to move onward in the highway of journalistic success.

THE RALEIGH MALE ACADEMY opened on September 1st with a larger enrollment than ever before. Messrs. Morson and Denson are two of the most thorough and successful teachers in the Southern States, and their boys take a high stand upon entering the colleges and the University.

WE ARE GLAD to learn that the Fall session of Greensboro Female College has opened well under the new administration of Dr. Dixon. The prospects for a good patronage are said to be very encouraging. This grand old institution of learning is dear to many thousand hearts, and we hope to see it full to overflowing.

GREENWOOD FEMALE COLLEGE, South Carolina, is an institution of which any State may be proud. The accomplished principals are the Misses Giles, of Trinity College, N. C. At a recent meeting of the Teachers' Council at Greenwood we notice that these ladies took a prominent and important part in the work of the session, always doing their duty and doing it well.

WE LEARN that the Messrs. Merriam have brought suit against a number of firms who, it is alleged, resort to questionable means in pushing the sales of the reprint of Webster's Dictionary. It appears that many who were induced by the advertisement of the parties against whom suit is brought, believed they would obtain a substantial copy of Webster's Dictionary such as is currently published by the Merriams. Letters shown us from some of those who have availed themselves of the inducements offered them do not encourage us in thinking that they were satisfied with their bargains. We take satisfaction in noting the fact that the larger part of the book trade were self-respecting enough not to handle the book at all—its sale having been restricted to bazaars, green-grocers and to the premium lists of country newspapers. If the name of "Webster's Unabridged Dictionary" has

in the last few years become such a household word that the public are easily deceived by the very name itself, and that only on careful examination—such as purchasers rarely give so large a book—can the deception be discovered, some one is certainly justified in stepping in and affording ordinary protection to the public.

HERE IS SOMETHING NEW under the sun. A school for the Chinese was opened at Kelly's, Bladen County, on Monday. It is called Oriental Academy. Seven pupils are present, and more will arrive shortly. Seven of the pupils came direct from Canton, China. The school, which has good buildings, is on a large farm, and the system will be the industrial one. The school is designed for Chinamen desirous of obtaining an English education, but who are prevented by race prejudice or lack of funds from entering an American school. There is no charge for instruction, board or books, as the students will work in the shops and meet the expenses. Printing will be taught and a paper, the *Chinese Advocate*, will be printed. The school is strictly non-sectarian, and is under the auspices of a company of leading Chinamen, who are aided by the missionaries. Rev. Walter P. King is the principal, with Prof. Yan Phon Lee, a young Chinaman, who is a graduate of Yale, as assistant. Rev. Mr. King is a Pennsylvanian, but married a North Carolina lady whose home is at Kelly's. He and his wife went North to prepare for missionary work, and labored among the Chinese in several of the large cities. This led to the establishment of the Oriental Academy.

CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"
 That one and one are always two;
 But Cupid proves, with work so sly,
 Some wondrous things that figures do.
 And when he claims a teacher's hand
 All rules of figures then are done,
 Though two before the preacher stand
 This one and one are ALWAYS ONE.

IN THE PRESBYTERIAN CHURCH in Goldsboro, September 10th, Mr. D. H. McArn married Miss Carrie Munroe, Rev. S. H. Isler officiating. The church was beautifully decorated and a large concourse of friends witnessed the ceremony.

IN MEMORIAM.

Death hath made no breach
 In love and sympathy, in hope and trust.
 No outward sign or sound our ears can reach,
 But there's an inward, spiritual speech
 That greets us still, though mortal tongues be dust.
 It bids us do the work that they laid down—
 Take up the song where they broke off the strain;
 So, journeying till we reach the heavenly town,
 Where are laid up our treasure and our crown,
 And our lost, loved ones will be found again."

MISS S. B. CUTHRELL, a teacher in Davie County, died at her home in Farmington on August 22d, 1890.

IN WILMINGTON, September 6th, at o'clock A. M., Donald MacRae Noble, son of Prof. M. C. S. and Alice Noble died, aged two years, five months and twenty-two days.

AT RECESS.

The books and slates now put away,
 And let us laugh a little while;
 For those who work there should be play,
 The leisure moments to beguile.

"NOW HENRY, you know what a noun is, do you?" "Yeth um."
 "What is Jerusalem?" "An ejaculation, mum."

"I'M AFRAID, JOHNNY," said the school teacher rather severely, "that I will never meet you in Heaven." Why? What have you been doin' now?" replied Johnny.

SCHOOLMARM (to class)—"Children, I had to punish little Willie to-day for telling a wrong story. You must never, never tell fibs. You will never grow up to be good men and women unless you love the truth and always stick to it." Same schoolmarm (to census enumerator)—"My age? Oh, yes; I'm twenty-two next fall."

MOTHER—"Bobby, the teacher sends word to me that you are a very bad boy. You don't learn your lessons, and you are late at school, and you whisper and play during school hours. Now, what shall I do with you?" Bobby—"I'm pretty wicked, ain't I!" Mother—"Yes Bobby, you are." Bobby—"Well, mamma, if you've got to do something with me, you'd better let me go to the circus. I know seven other very wicked boys who are going."

THE NORTH CAROLINA TEACHER.

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No. 3.

EUGENE G. HARRELL, - - - -

Editor.

A SCHOOL BOY'S TROUBLES.

The witches get into my books, I know,
Or else it's fairy elves ;
For when I study, they plague me so
I feel like one of themselves.

Oft they whisper ; "Come and play,
The sun is shining bright !"
And when I fling the book away
They mutter with delight.

They dance among the stupid words,
And twist the "rules" awry ;
And fly across the page like birds,
Though I can't see them fly.

They twitch my feet, they blur my eyes,
They make me drowsy, too ;
In fact, the more a fellow tries
To study, the worse they do.

They can't be heard, they can't be seen—
I know not how they look—
And yet they always lurk between
The leaves of a lesson book.

Whatever they are I cannot tell,
But this is plain as day ;
I never 'll be able to study well,
So long as the book-elves stay. —*St. Nicholas.*

North Carolina Teachers Abroad:

A SUMMER JAUNT

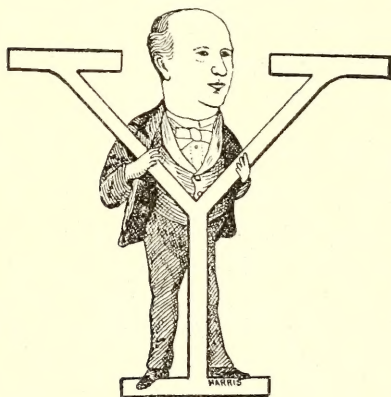
IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

CHAPTER XIV.

ABOUT LONDON SHOPS AND SHOPPING.

IMPRESSIONS OF THE CITY—A SHOPPING MANIA—SOME ASTONISHING PRICES—CHEQUE BANK CHECKS—AMERICAN GIRL AS A "SHOPPER"—REDUCING THE CURRENCY—FEMALE EMPLOYEES—FEMALE BARBERS A FAILURE—SOME ENGLISH ETYMOLOGICAL CUSTOMS—ENGLISH AND AMERICAN PUBLISHERS—HOW THE ENGLISH ADVERTISE—THE SPANISH EXPOSITION.



YOU will not be in London very long before you conclude that it is a city which "grows on you." Our first impression of it is that of a great, overgrown village; next we think that it is quite a city; then, as we know more of it and of its ways, we conclude that truly it is the biggest city

in the world; finally, after we have examined it very carefully, visited some of its immense public buildings, beautiful and extensive parks, seen some of its gigantic stores and factories, and become acquainted with many of its pleasant and hospitable people, we feel almost inclined to believe that surely London is the earth itself, as it appears to include in its vast boundaries almost everything of interest on the earth!

Our girls, and, in fact, the whole party, seemed to have become violently possessed of a mania for shopping; there-

fore, we took an entire day from sight-seeing, for rest and money-spending. We were convinced that "the children" had made the most of "shopping day" when we saw the great piles of bundles and boxes of every shape and size which were sent to the Manchester Hotel for various members of the party.

The ladies bought for themselves dresses, diamonds, gold watches, the daintiest English bonnets and hats, seal-skin sacks, and even complete wedding *trousseaux* and hundreds of articles as presents for friends and loved ones at home. The boys soon attired themselves in new suits of clothes, cut in the latest of English style, and some of them added silk hats to their new outfits.

It was a temptation to buy which was irresistible when we saw that a lady's dress, which would cost \$30 in America, could be purchased in London for \$12; and a suit of good clothes for a gentleman, for which we would pay \$40 at home, would, in London, be made and fitted to order for \$18! We became even more fixed than ever in our "Free Trade" views when we realized that but for the "Tariff" the English dress could be sold in America for only \$13, and the suit of clothes for only \$20.

In making purchases and settling bills, we found that the checks which we had purchased of the Cheque Bank in New York were exceedingly convenient. They were current everywhere and required no troublesome identification of holders. The checks were subject to no discount and the convenient arrangement of the books made it very easy to keep our accounts satisfactorily. In fact, the checks were so easy to manage that we were enabled to cause a "reduction of the currency" with a speed and promptness that was distressingly astonishing.

Regent Street is the "Broadway" of London. It is paved with blocks of wood, and the thousands of vehicles which continually pass over it scarcely make noise enough

to be noticed. The street is wide and a large force of boys is employed to keep up a steady sweeping and cleaning all day, therefore a more interesting sight can scarcely be found than this beautiful street, the magnificent stores, the handsome equipages and their spans of spirited horses, and the crowded thousands of men and women who throng the pavements.

We soon learned a very important thing about our girls—and we suppose it is the same with all womankind. While sight seeing it was found very necessary that a guide should be along to point out places of interest, but in shopping no assistance at all was needed. They could easily find anything and everything they wanted from a needle to a seal-skin sacque; the best and biggest stores, the nicest goods, the lowest prices, and the most artistic tailors—they knew just where they were and the quickest way to reach them!

The ease and grace of manner with which our girls made their selections in those mammoth mercantile establishments greatly interested and surprised our English cousins, and convinced them that the American girl is always “perfectly at home.” In cultured and refined independence of thought and action she is indeed without a compeer.

The North Carolina teachers were soon most pleasantly and generally known in London. Our imposing drive up the Strand on yesterday had given us an extensive introduction to the good people of London, and we were constantly meeting the kindest of friends throughout that great City. Wherever any of the party were seen they were the recipients of many thoughtful attentions and courtesies. Favors were shown them as if it were truly a pleasure to do so, and all those acts of kindness were sincerely appreciated by the party.

It was surprising how quickly the party became thoroughly acquainted with the various denominations of English money. The pounds, shillings, pence, crowns and sovereigns were soon as familiar to them and as easily dispensed as "the dollar of our daddies." It was impossible, however, to keep from computing the value of everything priced as if it were simply *dollars and cents*. This was, perhaps, mainly due to our patriotic feeling for our country.

The conspicuous absence of men as clerks in the stores impressed us forcibly. Almost the entire army of clerks, including every branch of business, is composed of women. It is woman serving everywhere—in the hotels, stores, bar-rooms, dining-rooms, theatres, barber-shops, railroad offices and public buildings.

And they treat us so cleverly and with such civility that it becomes monotonous, and we almost long to confront a diamond-studded-hair-parted-in-the-middle-millionaire attitude-hotel clerk to look disdainfully upon us as we dare to ask him a question, just to vary this really painful courtesy which we have to endure continually from these female clerks. It seems that England has properly solved the great question of "female suffrage" by giving the women something to do which keeps them too busy to think about voting.

These women do their work well. They seem never to tire; they stick to their business and don't run to the front windows continually to see a dog-fight or look at every pretty girl who passes that way. Ladies generally prefer to be waited upon in the stores and public offices by a man. On the contrary, gentlemen like to have their orders filled by women.

But he draws the line at barber-shops. The woman who will work in a barber-shop is not the person he wants to be shaved by. There is the only place where the women act as if they were doing you a special favor. Besides,

they handle a razor differently from the way in which you are accustomed to seeing it manipulated by a man. This looks awkward, and as it is thus moved around your throat, while the woman who handles it is wondering how long before lunch time, you feel uncomfortable. You close your eyes and desperately try to imagine that the barber is a man, while you expect next moment to lose your lard-board ear or find your jugular vein severed, and you mentally vow that if kind Providence permits you to escape this time you will try to live better in future.

The Secretary once walked over two miles to find a barber-shop which did not have a woman in it. He would have made a journey across the Atlantic Ocean before he would have submitted to another shave by a female barber.

We have been impressed greatly by the different names which things have here, from those by which we know them at home. These distinctions sometimes occasion embarrassments which are annoying to a traveller.

In America to say that a girl is "cute" is to compliment her, in England the same term would be an insult. The store in Europe becomes a "shop," railroad is a "railway," street car is the "tramcar"; a pad of paper is a "block of paper"; ticket-office is "booking-office"; dinner is "lunch" and supper is "dinner"; railroad car is a "railway carriage"; an overcoat is a "topcoat"; pantaloons are "trousers"; a glass of water is always a "tumbler" of water; a depot is a "station"; a restaurant is a "grill house," and there are no churches except the houses of worship used by the Episcopalians—all buildings of the kind for other religious denominations are "chapels."

One of the greatest violations of taste and custom in England, and one of which well-bred Americans are most often guilty, is to say "yes, sir" or "no, sir" to a stranger or to an old gentleman when addressing him. The correct thing is simply "yes." Only servants ever use the

word "sir." Other people say plain and simple "yes" or "no."

As we visit the shops we are surprised to note that about half of all those we saw in England and Scotland, are, as is prominently announced by placard over the door, doing business by "special appointment to H. M. the Queen" or "to H. R. H. the Prince of Wales." These "specially appointed" mercantile houses include grocers, printers, shoemakers, hat dealers, tailors, engravers, tobacconists, butchers, brewers, and almost every other known legitimate line of business.

We were puzzled to know how the special appointment was secured. We asked a great many persons but could never get the desired information. We don't intend, however, to give up the search for this knowledge until we have questioned and exhausted the ability of some of our American Congressmen to give us the secret.

The English publishers have, like their American brethren, not failed to take liberal advantage of the non-existence of an International copyright law. The fascinating prices at which English editions of some of our most expensive American books are here offered for sale fairly "make our mouths water." Just think of Mark Twain's works for fifty cents in cloth, and twenty-five cents bound in paper! Webster's Unabridged Dictionary for only five dollars! We don't know whether this is English retaliation for the low prices that we have put upon reprints of Dickens, Scott, Bulwer, Thackeray and other English authors, or whether the English first began this reprint business.

We saw a copy of "Moore's School History of North Carolina" in a bookstore on Paternoster Row, and the price was held at four shillings, equal to one dollar. The book is sold for eighty-five cents at home. Thus it seems proven, as we always knew it to be true, that any North Carolina product increases in value when it goes abroad.

And this is equally true whether the product be men, women or books.

It is surprising to us to see that American publishers "cut prices" on their reprints in this country of their own copyrights. For instance, the English price of *Harpers'* and *Century Magazines* is only twenty-five cents per copy ; *New York Herald*, two cents ; *Detroit Fress Pree*, two cents. *Harpers' Magazine* will cost but three dollars in England for an annual subscription to be mailed to America ! We pay four dollars to the publishers in America for the subscription.

This "cut-rate" practice also governs the price on all manufactured articles which Americans make or sell in England. The owners of Wheeler & Wilson's Sewing Machine sell their sixty-dollar style for only forty dollars in England ! The Pope Manufacturing Company of Boston sell their bicycles to Englishmen at one-third less than they make Americans pay for the same machine. This is true of all American manufacturers so far as we could learn. It is evident that some of these high-tariff apostles, who claim that American manufacturers must be protected, are quite willing to fleece the American consumer while they protect the foreigner ! The ways of politicians are past finding out.

In the science and art of advertising, the London tradesmen are experts. There is, however, but little novelty in the means by which they keep the public informed of their goods, the whole manner being a most extensive and elaborate use of printer's ink. Their favorite posting ground is within railway stations.

In each station the railway companies have the name painted on a board and conspicuously displayed for the benefit of the traveller. Of course the names of the stations are looked for from the car windows by the thousands of people who daily pass through them. The merchants

take advantage of this fact, and they literally cover the walls where the name of the station is posted with his huge printed bills. His object seems to be to have the name of his wares in larger letters than are those in the name of the station and often as near like the style as possible.

Particularly is this seen in the stations of the Underground railway. Along the route it is as dark as Egypt, and the only light is when the train rushes into the stations as these openings are cut through to the street above. The train stops less than fifteen seconds and you have no idea in what part of the city you are. You can only know your stopping-place by seeing the name of the station posted on the wall. Your train rushes like the wind into the station and you eagerly scan the walls to see if it is the place for you to stop.

But alas! you find everything else but the word you are looking for and it is almost impossible to tell whether the station is name "Eppes' Cocoa," "Keating's Baking Powder," "Tid-Bits," "Mellin's Food," or "*Charing Cross*." Finally, as the train moves off and the guard on the platform slams the door fast you discover the long-looked for name of your station. You make a break for the platform and succeed in landing in the darkness, for the train has passed beyond the light, at the risk of breaking your bones. But you never forget "Eppes' Cocoa" and the contiguous articles which were advertised in the station.

Many of our party spent the evening at the Spanish Exposition, a most interesting and rare entertainment and display, which is held at Earl's Court. The extensive and beautiful grounds are grandly illuminated by colored lights representing a vast grotto in fairyland. The exhibition is Spanish and nothing but Spanish, from the bull-fight in the arena to the thousands of lovely and fascinating black-eyed signoritas, who, attired in the picturesque costume of their native land, promenade the vast halls of the exhi-

bition building, flirting with the great crowds of American visitors who throng the building. The flirtations seemed to be greatly enjoyed by all parties, and generally ended in the American purchasing for his charmer one or two dollars worth of Spanish nick-nacks from some of the stalls of the exposition.

THE SOUTHERN EDUCATIONAL ASSOCIATION.

This great organization of Southern teachers, THE SOUTHERN EDUCATIONAL ASSOCIATION, is daily growing in popularity throughout our fair Southland.

The movement culminated in a most successful organization at Morehead City, N. C., July 1-5, 1890, and since that time the Secretary has received a great many cordial letters of heartiest co-operation from the most prominent educators in the South, pledging their support and influence in this strong organization of true *Southern* teachers.

The Southern Educational Association, in its work and progress, is making thousands of friends and, at the same time, like all other great and important movements, it has a few enemies. Both its friends and enemies are such for identically the same reasons, which may be briefly stated as follows:

1. It is strictly a *Southern* organization of strictly Southern teachers.
2. It was not organized by Western men, Northern men, nor agents of book publishers, nor will it ever be controlled by such persons.
3. It is working solely to build up Southern schools, Southern literature, Southern educational systems, and to secure the introduction of truthful and unsectional textbooks of history into Southern schools.
4. Its membership is confined strictly to the white

race, and of these none are eligible to active membership except actual teachers and others engaged in educational work.

5. It is not a part of any Northern educational association nor is it managed by agents of such foreign organization.

6. Its platform is sufficiently broad and strong for any and all Southern teachers to firmly stand upon, while they work together for the upbuilding of the schools of the South.

7. Its leaders are prominent educational officials and the most successful teachers in the South, whose hearts are full of sincere devotion to our Southern land and Southern ways, and who are actuated by no motives of personal interest.

8. Its annual meetings are delightful, fraternal, social conferences upon practical and timely Southern educational questions, and not full of long, tedious and dull papers relating to nothing but "glittering generalities" upon subjects which pertain only to New England or the "Great Northwest."

9. It does not seek to enroll the legions of sight-hunters and all the rest of mankind as members, but real Southern men and women who are training Southern children will comprise its great roll of honor.

In undertaking and in successfully performing this grand and patriotic work of improving the schools of our beloved Southland, the "Southern Educational Association" merits and will receive the good will and heartiest support of all teachers in the South who love our distinct institutions and desire to see them strengthened and perpetuated as a proud heirloom to our children.

MAN IS as much made for education as the earth is for cultivation.—*B. Sears.*

A NEW YORK PUBLIC SCHOOL.

We have long desired to visit one of the celebrated public schools in the city of New York, but we have never enjoyed this pleasure and privilege until a few days ago, during our recent brief sojourn in that city.

Dropping into the business office on Broadway of one of our friends who is connected with the largest publishing house in the world, we said to him: "Mr. D——, we have a little time to spare to-morrow, and want to spend it in a visit to one of the largest and best of the New York public schools."

"All right," he replied, "you shall have that pleasure," and taking his card, he wrote for us a note of introduction to "Mr. David E. Gaddis, Superintendent of Grammar School, No. 54, Twelfth Ward, corner of 10th Avenue and 104th Street."

What a magnificent structure it is! It is a new brick building, four stories high, covering near an acre of land. The building and land cost something near \$250,000, or almost one-third as much money as the entire public school fund of North Carolina for a year. The lower floors are of stone, the stairways are all iron, every convenience of water and sewerage is provided and the building is practically fire-proof. We did our level best to keep from breaking the tenth commandment, but we bent that law sufficient to covet a school building *just like that one* for each of our public schools in North Carolina.

Being politely received by two little boys at the main entrance, we were conducted to the assembly room on the fourth floor and presented to the most affable and courteous Superintendent, Mr. Gaddis. He is a thorough scholar, an enthusiastic teacher, and a charming gentleman.

"In the room where we now stand," said Mr. Gaddis, "the pupils all assemble for the opening exercises of the morning. I am sorry that you did not reach the school in time to see the opening to-day, for we had, as is our custom, some interesting exercises, including a nice recitation from one of our largest girls. This assembly room is now cut into six regular school rooms by these sliding doors. The doors are opened and closed instantaneously and without noise. I will show you how they work." He signaled two little boys, and in less than one minute two of the rooms were opened up to view filled with children at their work, and the teachers in proper position.

Under the kind leadership of the Superintendent we passed through most of the rooms of the school, from the lowest to the highest grade, stopping for a moment in each room to witness the regular work of the morning. Occasionally Mr. Gaddis would question the class for a moment, and the answers were prompt, sprightly and accurate. Everywhere perfect order and attention and a most willing discipline prevailed to a remarkable degree. Every child was dressed neatly and with care, and it seemed more as if we were visiting a large, happy and congenial family instead of a promiscuous assemblage of children, such as is usually found in a public school.

And a large family it was, sure enough! Twenty-five hundred children and forty-two teachers comprise the educational household of that building.

Everybody in New York patronizes the public schools, and among the patrons are to be found many of the millionaires of the city. The public school system is very near perfect, and it extends, for both boys and girls, from the primary grade through the college. A child may begin with A, B, C's, and end with the Ph. D's, or other collegiate degrees, without even a nickel of expense. Everything is furnished without cost to pupils—tuition,

books, paper, pens, ink and pencils. The tax-payers supply the money for all that. Of course they do considerable "kicking" about high taxes, but nobody would consent to be without the schools, or have them less efficient for the want of funds.

"Mr. Gaddis," we inquired, when resting a moment with him upon his platform in the assembly room, "are you not apprehensive of serious accident some day from an alarm of fire where so many children are crowded in the building?"

"Not at all," he replied. "We have regular fire drills, and although we have not yet been at work three weeks this term and have a great number of new pupils, I will show you how quickly and systematically we can empty the building in case of fire."

Just behind his desk is a row of knobs for electric bells which lead to each room in the building. He said, in a low tone, to a young lady standing near, whose special privilege it was to give all the bell signals for that week, "Give the signal for rapid dismissal."

"Now," he said to us, "this is the fire alarm to the school; all the pupils and teachers pass through the aisles of this room, and you will know when the last one is out of the building. We will sit here on the platform and I want you to take out your watch and time them."

There are eight exits to the building. The young lady gave the signals to each room rapidly, and almost before the bells ceased to ring one of the largest boys and girls appeared at each door and passage-way to direct the line of march, while a teacher seated herself at the piano in front of the Superintendent's desk and struck the notes of a quick march.

In far less time than it takes to write this we heard the regular, military tramp of the children as they began to file into the halls from every direction. There was no

confusion or disorder. Columns rapidly passed in opposite directions within six inches of each other, and never touched. We intently watched the children, the skillful leaders, the calm and deliberate teachers, and the second-hand of our open watch. This little time-indicator seemed to fly over its space and we became excited—we couldn't help it, for the scene was an inspiring one—and when the second-hand told us that only *one minute and forty-two seconds* had passed twenty-two hundred children and teachers, with their belongings, had cleared the building, from the fourth story to basement, and were in the streets, while the Superintendent and his astonished visitor were alone upon the rostrum!

"Mr. Gaddis!" we exclaimed, in our admiration, "that is wonderful, and beats anything in the way of drill discipline in school that we have ever seen!"

"I am glad that you like it," he replied. "Any school may become as well drilled by a little careful attention to the matter."

"Jennie! May! Come here," he said to two lovely young ladies who just then returned to the room. "This is Miss Jennie Hadley, and this is Miss May Tunison," they were introduced to us, "and these young ladies are in our highest grade and they often recite something very pretty for us at the opening of the school in the morning. And, young ladies," he continued, "this is Mr. ———, a friend of ours from North Carolina, who is visiting the school to-day."

The few moments of conversation which we were then permitted to enjoy with those charming young ladies convinced us that the public schools of New York seek to train not only the minds and the hearts of the pupils, but liberal care is also bestowed upon all those graces of person and manners which prepare a boy or girl to enjoy and contribute to the refinements of social life.

After completing our tour of the school with the courteous Superintendent, we returned to his comfortable little private office, and were shown some very fine specimens of map-drawing which had been done by children of the school. We were also interested in looking over the test examination papers of each grade, to which correct answers must be given to ninety per cent. of the questions before a pupil can be advanced.

"Mr. Gaddis," we ventured to inquire, "do you use what are known as the 'New Education' methods?"

"No, sir," he answered, with emphasis. "We use the methods which will give us the best results, no matter where we get them. We believe in 'object teaching,' but many of the methods as set forth by Col. Parker and other 'New Education' advocates, will not give us the desired results."

"Have you given them a fair trial?" we asked.

"Yes, sir," he replied. "I had a teacher in this school once who was full of the 'New Education.' I gave him permission to try those methods for four years without hindrance, and to test the thing fairly I had Mr. Holley (one of our oldest and best teachers) to do the same work by his methods."

"And what was the result at the end of the trial?"

"Why, just this," he said: "Only ten of the forty 'new method pupils' were able to stand an examination, answering fifty per cent. of the questions. All of the 'old method pupils' passed the examination, and the lowest average of those pupils was *forty per cent. above the highest of the 'new method pupils.'* And, moreover," he continued, "every one of the 'old method pupils' passed the examinations into college, and every one of the 'new method pupils' failed to pass! Since that time, we have had no more 'New Education' in this school, and are not likely to have it again."

This information was in perfect accord with our opinion, that the system called "New Education" will always fail to do the work expected of it.

"I would like to know, if you please," we then asked, "about what proportion of your pupils complete the course."

"I can tell you exactly, from the records," he said. "Of all children who enter the primary grade, not over thirty per cent. complete the Grammar School course. And of that thirty per cent. not over twenty per cent. take the collegiate course. Thus, you see that only about *six per cent.* of all the children in the public schools will ever take as much tuition as is freely offered to them."

"And that being the case everywhere," we returned, "North Carolina tax-payers have never become willing to establish a free high-school department in their public schools for the small number of only sixty children in each thousand of its school attendance."

"Do you use text-books of English Grammar and spelling?" we asked.

"Oh, yes," he answered, "but we have no text-book of grammar in the elementary grades. We there teach all the parts of speech without using any technical words. For instance: In a reading lesson we ask for 'name words,' 'action words,' 'qualifying words,' etc. They describe every word in the lesson, and are thus learning grammar without knowing it. When they advance to the next grade we use the text-book on grammar, and they have no difficulty in quickly and understandingly identifying the 'name words' as 'nouns,' the 'action words' as 'verbs,' the 'qualifying words' as 'adverbs,' and so on through all the parts of speech. We have daily spelling exercises and teach them to spell correctly as many words of the English language as possible, whether they will ever have occasion to use them or not."

We would be glad to tell the readers of THE TEACHER all that we saw, admired and learned in that splendidly equipped and managed school, but such a thing being impossible we will try to take two or three hundred of our teachers on an excursion to New York, at the close of some Teachers' Assembly at Morehead City, that they may enjoy a visit to Mr. Gaddis' school, and gather some inspiration from the admirable work performed by him and his splendid corps of assistants, as the editor has done.

ENGLISH DYING AT THE ROOTS.

[We have, for a long time, been trying to show our readers the possible, and probable, consequences to the children in our schools who were being taught without daily study and drill in some standard text-book of English Grammar.

The study of the grammar of our language can scarcely be commenced too early, nor can it be too long continued, if we want to teach children to speak and write correctly. "Language Lessons" may perhaps be used profitably as *aids*, but they cannot be made to take the place of the text-book on grammar.

There are certain fundamental principles of our language, and certain fixed rules governing its proper construction, and no person, either child or adult, can be a correct speaker or writer who has not the substance of these principles and rules firmly committed to memory and understood.

These necessary rules can be acquired only by the study of technical English Grammar. Careful observation convinces us that when a child can easily read the second reader and can write sentences it should begin the study of some elementary grammar—not "Language Lessons."

The proper use of prepositions and pronouns, the distinctions of the different persons and the correct relation of the subject and predicate must be taught by "rules," and they must be taught early if bad habits of expression are to be avoided.

We receive something like twelve thousand letters each year, and we have no difficulty in knowing from a letter whether or not the writer was taught English without a grammar.

The deplorable results of trying to teach the English language without the use of a text-book of English Grammar are just as we predicted, seven years ago, that they would be. The teachers in the colleges and seminaries tell us that pupils coming to them from the large public schools where technical English Grammar and the spelling book are dispensed with, fail signally in the English examinations.

If there are yet teachers in North Carolina who think that technical English Grammar is not indispensable in true teaching we commend the following startling statement from the Chicago *Herald*.—EDITOR.]

"It is still more surprising to find English decaying in New England, where, for Americans, its roots are presumed to be deepest in a pure soil, within whose boundaries the first fertile American literature was born and flourished, and from whose schools and academies have come so many of the best spirits whose scholarship, taste and dignity have helped to refine and stimulate the West. Even in the New England schools it is dying, and to die there means death at the roots.

The *Herald*, of Boston, animated by a worthy desire to promote the cultivation of our national language, offered prizes amounting to \$1,000 for the best essays showing knowledge of English literature and propriety in the employment of English. The competitions were active.

Nearly every town in the little group of States sought to be included in it. The judges had an enormous task. The papers were numerous. New England is rich in high schools—preparatory institutions that send youth to Harvard, Yale, Williams, Princeton, Cornell; it boasts many famous academies, and hundreds sought the prizes.

Commenting on the results of the contest and the character of the contest and the character of the essays, the Boston *Herald* says: 'As it is fair to assume that those who entered into the competition were among the best equipped of the now graduated classes of our New England preparatory schools, the obvious conclusion is that there is a vast field for improvement in this department of school work.'"

The great mass of the manuscripts were notable chiefly for inaccurate spelling, false syntax and lack of precision in the use of words. Many writers showed a slovenliness of construction that disclosed, not only their total lack of knowledge of grammar, but also that this lack had developed in them chronic mental slouchiness. They had not acquired the art of thinking clearly, having failed to acquire the art of using English correctly. If bad English were the sole results of the neglect of English Grammar, the consequence would be deplorable. But slovenliness of grammar is bound to be accompanied by slouchiness of thought.

It is painful to find English thus dying at the roots. The hills, the vales, the fields, the streams that gave us the literature of the New Englanders, that constitute our highest claim to the respect of the old Englanders and of the world, ought not to suffer the language of Hawthorne, Longfellow, Whittier, Holmes and Lowell to wither. Wither it must if its grammar be not taught in the common schools, taught so thoroughly that every child shall know bad English intuitively from good English, and despise the former while he cherishes the latter.

It is foolish to declaim against "technical" grammar. The very term "technical" is applied to it in mischievous and ignorant derision. In a country where immigration has planted the seeds of almost every tongue spoken in the country; in whose common schools the illiterate of every race are commingled; where slang is the weed that grows incessantly without serious resistance, shall we wonder if bad English become almost universal if it be not taught through its grammar?

There is not a technical English Grammar and one that is not technical. There is only one English Grammar; it is easily acquired if ably taught. Many of its terms are difficult at first of comprehension, being somewhat metaphysical: but any intelligent and persistent teacher can master English Grammar with little effort, and if devoted to his or her calling, will soon make students master it also.

John Adams was asked by Timothy Pickering why so young a man as Thomas Jefferson was placed at the head of the committee to prepare the Declaration of Independence. Adams replied: 'Writings of his were handed about remarkable for peculiar felicity of expression.' Adams, who was second on the committee, was himself requested by Jefferson to make the first draft. He declined, saying to the Virginian, 'You write ten times better than I can.' Had Jefferson held concerning English Grammar the opinion unfortunately enforced by so many American school-masters, an immortality the most enviable after Washington's could not have been his."

[In this connection the *Central School Journal* (Michigan) speaks as follows.—EDITOR.]

"The failure of our public schools to teach the meaning and use of the English language is more and more attracting attention. Probably there is more expected of the schools in this line than there should be, but it is certainly true that the teaching of English falls far short of what

ought to be done in so important a branch of study. The *New England Journal of Education* says that very few professional men can write printable English, when doing their best, on any theme to which they are not habituated; that scholarship and school-training have almost nothing to do with ability to write English, that is not constrained, self-conscious, insincere, wearisome, and perfunctory. The Boston *Herald* offered a full college course with reasonable expenses to the boy or girl from the public schools who should make the best standing in a competitive examination to be held at a number of points in the New England States.

The *Herald* announced that the ability to write good every-day English would count for much in marking the results. The leading public schools of New England entered the contest and it is supposed put forward their best candidates.

The *Herald* says: 'The end was almost absolute disappointment. The faults are greater than of mere immaturity. There is a painful constraint, a self-consciousness almost invariably present. There is an effect of insincerity, an inability or disinclination to write out real thought, that gives to the whole a wearisome and perfunctory appearance.'"

[Surely these facts should open the eyes of all our teachers to the shortcomings of a system of public education which tries to instruct a child in Latin and Algebra while it is so deficient in teaching that child the correct use of his mother tongue.—EDITOR.]

SPEAK PROPERLY and in as few words as you can, but always plainly; for the end of speech is not ostentation, but to be understood.—*Penn.*

THE EDUCATIONAL MEETING AT THE STATE FAIR.

On Thursday evening October 16th, there gathered in Commons Hall at Raleigh one of the most intelligent educational audiences ever seen in our State.

The programme of subjects discussed was a most interesting one and the speakers were from among the best informed and most progressive educators of our State.

Professor George T. Winston of the University was chairman of the meeting, and upon taking his seat he delivered a most practical and interesting address upon the educational needs of North Carolina.

He was followed in addresses by Hon. S. M. Finger, Hon. T. J. Jarvis, Mr. Chas. D. McIver, Mr. J. Y. Joyner, Rev. Jno. F. Crowell, Dr. John S. Long, Prof. J. B. Carlyle and Maj. Robert Bingham. During the evening resolutions were adopted recommending that the Legislature increase the taxes for public schools, and that a Training School for women be established. If a resolution had been offered asking the Trustees of the University to open the doors of that institution for the admission of girls as students it would also have been adopted.

Among the many good things said by the speakers we recall the following echoes :

PROF. GEORGE T. WINSTON :

EDUCATION is our principal factor ; education is our necessity.

NORTH CAROLINA is too poor not to educate her children.

EDUCATION is not omnipotent, but the verdict of the centuries is that the cheapest and the best agency for the improvement of a people is education.

EDUCATION is not a charity, but it is the strength of a State.

WELL EQUIPPED workshops should be established in connection with every public graded school.

HON. S. M. FINGER :

I WISH to bear testimony to the fact that our public schools are doing much good, and there is constant improvement both on the part of the schools and the teachers.

IGNORANCE is slavery and promotes crime.

OUR STATE must do more for education or suffer the consequences of having an increase of crime and slavery of somebody.

OUR PUBLIC SCHOOLS cannot become satisfactory until taxes for them are put upon property to all constitutional limitations.

HON. T. J. JARVIS :

THE MORE intelligent the labor of our country the greater will be the prosperity of the country.

OUR COMMON SCHOOLS are not what they ought to be, and so far as I can, by voice or work, influence legislation and the taxation of property, *they are not what they shall be.*

I KNOW of no other way of providing proper schools for those engaged in tilling the soil and thus adding to the wealth of the State except by levying and collecting sufficient taxes.

THE PUBLIC SCHOOLS belong to the people ; the property belongs to the people, and they should be allowed to pay as much for good schools as they want to pay.

IF THE CONSTITUTION is in the way let us walk up like men and amend the Constitution in such a way as to allow the people to levy enough taxes to support efficient schools such as the people need and want.

SCHOOL TAXES are not only the least burdensome but the most useful of all the taxes we pay.

I WOULD be glad to see a spirit of development in our State, so that in the years to come, even before you and I shall pass away, it may be said in all North Carolina, from the sea-shore to the mountains, there is not a child but what can read and write and think and talk for himself.

MR. CHARLES D. MCIVER :

WE WANT *teachers* in our public schools—teachers who aspire to something great in this life—to come in contact with our little children and cause them to also aspire to something great in life.

IF WE establish the Training School for the female teachers, as we ought to do and will do, it will be the first time in the history of North Carolina that the State has given even one single cent towards the education of the white girls of the State.

MR. J. Y. JOYNER :

THERE IS no other work in North Carolina at this day that requires such peculiar and thorough preparation as that of teaching.

THE GREAT success of the graded schools of our State has fully answered every objection to the establishment of a Training School for those who are to teach our children.

THERE IS one thing in North Carolina greater than her towering mountains with all their mineral wealth ; greater than her untold acres awaiting cultivation ; greater than all her rivers which can turn countless looms and spindles ; greater even than her smiling skies and genial climate ; it is the mind of a little child. Let us then seek every means in our power towards properly developing each mind of our children even as we seek to develop every other interest of our State.

REV. JNO. F. CROWELL :

THE DEMAND for co-education is a demand with righteousness in it.

DR. JNO. S. LONG :

THE INTERESTS of civilization and of Christianity require that our boys and girls should be educated together.

WHEN YOU have boys and girls together in your school-rooms you are certain to have gentlemen and ladies growing up around you.

EVERY BOY is improved by his constant association with girls in the school-room ; every girl is also refined by the influence of boys in the school-room.

MAJ. ROBERT BINGHAM :

IF A NORTH CAROLINA girl is blind we send her to the Asylum and give her public money ; if she is without voice or hearing we educate her by public money ; if she is a criminal we send her to the penitentiary and spend public money upon her ; but if she is perfect in mind, body and morals not a cent of public money do we spend upon her training, but we leave her to do the best she can for herself.

NOVEMBER.

Again the leaves come fluttering down,
Slowly, silently, one by one,
Scarlet and crimson, and gold and brown,—
Willing to fall, for their work is done !

—*Mrs. Ellen Allerton.*

[For The North Carolina Teacher.]

NOTES ON SOME TEXT-BOOKS IN PHYSICAL GEOGRAPHY.

BY JOSEPH A. HOLMES, UNIVERSITY OF NORTH CAROLINA.

Physical geography or physiography is a subject which should be included in every scheme of education. It is a study which should be begun in early childhood and continued on to old age. It is a study in which knowledge at all stages should itself be gained or supplemented largely by observation. And hence, while books may serve a useful purpose as guides in the hands of teachers and advanced pupils, they should never be allowed to usurp the place of observation.

In the following notes I will mention some of the books which in this way have been useful to me, and which no doubt will be equally so to others.

Most of the text-books which come into my hands begin the subject with a chapter on the "Earth as a Planet," followed by another on the earth's surface as subdivided into continents and oceans, and afterwards we reach chapters relating to our own region of country.

While I can see some advantages in this method of procedure, I see many more and much greater advantages in the reverse method, which, beginning with my own yard, leads me to a study of my "native heath," with its hills and valleys, its springs and brooks, and thence on to my township, county and State, and country, continent and ocean, to the earth as a planet.

This latter method, in its general features, has been followed in his own masterly way by Prof. Huxley in his little book *PHYSIOGRAPHY: An Introduction to the Study of Nature*,¹—a book which ought to be read and re-read by

1. American Book Co., New York, 1879; price, \$2.50.

every teacher, and which will be found useful and entertaining by the general reader.

Another small book which I have found very helpful, and which goes more into details as to objective methods for younger pupils, is Alex. E. Frye's *CHILD AND NATURE: Or Geography Teaching with Sand Modelling*.²

F. W. Parker's *HOW to STUDY GEOGRAPHY*³ is another very useful book along this line of study, in giving many a valuable suggestion as to how to teach Geography as well as how to study it. A person must know how to study a given subject before he can teach it properly.

ELEMENTARY PHYSIOGRAPHY,⁴ by John Thornton, with numerous maps and illustrations, will be found useful as a work of reference by teachers and advanced pupils, and may be regarded as generally reliable. But Huxley's is preferable.

Geikie's *ELEMENTARY LESSONS IN PHYSICAL GEOGRAPHY* gives a clear, concise and very readable statement of the more important facts of the subject prepared by a specialist whose enthusiasm and love for his subject goes a good way toward stimulating those who read his books. I have found it useful in the hands of advanced pupils who had already been trained somewhat to observe for themselves.

I have before me four large manuals: MAURY'S *PHYSICAL GEOGRAPHY*,⁶ revised by Mytton Maury; BUTLER'S *PHYSICAL GEOGRAPHY*,⁷ edited by Jacques W. Redway; APPLETON'S *PHYSICAL GEOGRAPHY*,⁸ edited by J. D. Quackenbos and nine assistants; WARREN'S *NEW PHYSI-*

2. Bay State Pub. Co., Hyde Park, Mass., 1888; price, \$1.00.

3. American Book Co., New York, 400 pp.; price, \$1.50.

4. Longmans & Green, New York, 1888, 248 pp.; price, \$1.10.

5. MacMillan & Co., New York, 1879, 375 pp.; price, \$1.00.

6. University Publishing Co., New York; price, \$1.60.

7. E. H. Butler & Co., Philadelphia; 127 pp.; price, \$1.50.

8. American Book Co., New York, 140 pp.; price, \$1.60.

CAL GEOGRAPHY,⁹ edited by Wm. H. Brewer and an able corps of assistants.

The first of these is sufficiently well known to need no comment now.

In the second I find much that deserves praise, but I note with regret that the excellent relief maps which are found in Butler's Complete Geography, are not published in BUTLER'S PHYSICAL GEOGRAPHY—where they are especially needed.

Concerning the third and fourth of these manuals, I desire to say more than a passing word.

Glancing at the title page and preface, one is struck by the fact that though prepared as a whole under the editorial supervision of one man, these books, in reality, have been written by a number of men, each an authority in his own department. I know of no one book of similar proportions that shows in its make up such an array of learning and talent as does Appleton's Physical Geography. Turning over the pages, one cannot help remarking the beauty of the typography and the illustrations and the excellence of the numerous maps, and especially of the relief maps, which both books contain.

Nor can one help wondering at the variety and amount and accuracy of the information which these pages contain. One, or both, of them ought certainly to be accessible to teachers and advanced pupils in Physical Geography. But it is only in the case of advanced pupils, who have already been trained in the objective method of study that it seems to me wise to use these as text-books.

Guyot's EARTH AND MAN,¹⁰ a new and revised edition of which has just appeared, is a book that every teacher of Physical Geography and history ought to read. It treats of the continents, their mountains and valleys, and

9. Cowperthwait & Co., Philadelphia, 144 pp.; price, \$1.50.

10. Chas. Scribner's Sons, New York, 1890, 334 pp.; price, \$ —.

climate, and other physical features in their relations to human history and civilization. It was first published in 1849, and at once took its place as a masterpiece.

PICTURESQUE GEOGRAPHY,¹¹ a set of twelve excellently designed and printed lithograph views, 11 by 15½ inches in size, illustrating many of the principal physical features of a continent surface, such as "Islands," "Rivers and Valleys," "Mountains," "Glaciers," "Isthmus and Peninsular," "Coral Reef and Atalls," "Volcano," &c.

A set of these used by the teacher in the class, or for framing and hanging on the walls of the school-room, will serve a useful purpose; and they can be had at a very reasonable price.

11. Published in England, and sold by D. C. Heath & Co., Boston; price, \$3.50 for the set, or \$5 when mounted on strong cards.

IMPORTANT NOVEMBER BIRTHDAYS.

- Nov. 3. WILLIAM CULLEN BRYANT, American Poet, 1794.
- Nov. 4. JAMES MONTGOMERY, English Poet, 1771.
- Nov. 8. LORD LYTTON ("Owen Meredith"), English Poet, 1831.
- Nov. 9. PRINCE OF WALES, 1841.
- Nov. 10. OLIVER GOLDSMITH, Irish Poet, 1738.
- Nov. 10. FRIEDRICH SCHILLER, German Poet, 1759.
- Nov. 15. WILLIAM COWPER, English Hymn-Writer, 1731.
- Nov. 15. SIR WILLIAM HERSCHEL, English Astronomer, 1738.
- Nov. 19. JAMES ABRAHAM GARFIELD, President of the United States, 1831.
- Nov. 22. MRS. MARIAN CROSS ("George Eliot"), English Novelist, 1819.

IN THE SCHOOL-ROOM.

BEGIN AS YOU CAN HOLD OUT.

Teacher, you are fresh from your vacation ; you have a new store of pleasant things to tell your pupils, many new plans to try ; you feel anxious to try the new methods learned during the summer. You are rested, and so, too, are the pupils. Everything will go along beautifully for the first few days or weeks. Husband your resources, distribute your energy over more time. Let the new plans, new methods and new information come along gradually. It will help you to prolong the balmy days of beginning through the term. Begin as you can hold out. Don't be peaches and cream to-day, and sour pickles next day.—*School Moderator.*

EVE'S TOMB.

The Arabs claim that Eve's tomb is Jiddan, the seaport of Mecca. The temple, with a palm growing out of the solid stone roof (a curiosity which of itself is the wonder of the Orient), is supposed to mark the last resting-place of the first woman. According to Arab tradition, Eve measured over two hundred feet in height, which strangely coincides with an account of our first parents written by a member of the French Academy of Science a few years ago, which also claimed a height of over two hundred feet for both of the tenants of the Garden of Eden. Eve's tomb, which is in a graveyard surrounded with high,

white walls, and which has not been opened for a single interment for over a thousand years, is the shrine of thousands of devoted Ishmaelites who make a pilgrimage to the spot every seven years. It is hemmed in on all sides by the tombs of departed sheiks and other worthies who have lived out their days in that region of scorching sun and burning sands. Once each year, on June 3d, which is, according to Arabian legends, the anniversary of the death of Abel, the doors of the temple, which form a canopy over this supposed tomb of our first mother, remain open all night in spite of the keeper's effort to close them. Terrible cries of anguish are said to emit from them, as though the memory of the first known tragedy still haunted the remains which blind superstition believes to be deposited there.—*St. Louis Republic.*

THE VOWELS.

It is said that there are only two words in the English language which contain all the vowels in their order. They are "abstemious" and "facetious." The following words each have them in irregular order: Authoritative, disadvantageous, encouraging, efficacious, instantaneous, importunate, mendacious, nefarious, precarious, pertinacious, sacrilegious, simultaneous, tenacious, unintentional, unobjectionable, unequivocal, undiscoverable, and vexatious.

ENIGMA.

In the Garden there strayed a beautiful maid,
As fair as the lily of morn ;
She became a wife the first hour of her life
And died before she was born.
Who was she ?

DON'T FRET.

When worries and troubles surround you,

Don't fret.

Go to work !

You will always have troubles around you,

You bet,

If you shirk.

* * * *

'The world doesn't care for your woes,

Oh, no!

Not a bit !

The man who is wise never shows

His foe

That he's hit.

Every one of your neighbors has griefs of his own ;

He greatly prefers to let your griefs alone,

And he doesn't at all enjoy hearing you groan,

So take warning, and quit !

—*Somerville Journal.*

RESTING A TIRED MIND.

"The simple tearing up of paper into pieces or cutting it into snips with scissors is a great relief to the mind after hard work over problems, and even while trying to solve difficult ones," said a teacher of mathematics in one of the city schools to a "*Times*" reporter. "I have not studied out its psychological reasons, but it certainly has an influence on the mind. Time after time I have tried it with the pupils and found it had a very soothing effect when the children have fretted themselves over hard problems

until they have gotten into a state of nervous irritability. I tell them to just lay aside the problems for awhile and tear up paper. It is astonishing how soon they get composed. Tying strings into hard knots is another device, and works very well. It certainly has a resting influence. Afterward the pupil goes to the problems again really refreshed."

ABOUT GRAMMAR.

The *Western School Journal* has the following :

"The crusade against technical grammar, led by the late Richard Grant White and others from ten to fifteen years ago, is now bringing forth fruit sixty and a hundred fold. Inaccuracy and slovenliness are conspicuous, not only in the every-day speech of the masses, but even in our educational meetings. * * * * And the grammatical sinner, when confronted with his sin, like the transgressor of the moral law, boldly justifies himself, pleading that the rules are so rigid, and that conformance is so difficult.

"Let thanks be given that the fit of temporary insanity has passed, and that the blessed reaction has come. In our institutes and in our schools, technical grammar has regained its proper place, and the conviction is year by year deepening that without a thorough knowledge of the varying forms of our English language, as found in our standard grammars, accuracy of expression in conversation or composition is impossible."

DEPARTMENT OF LITERATURE.

EDITED BY MISS LIZZIE BELLAMY, RALEIGH, N. C.

Contributions to this department are invited from all female teachers.

With this issue of THE TEACHER is inaugurated the *Woman's Department*. While all interested in the advancement and education of women are invited to co-operate, this department is intended primarily for the interchange of views in our own sex.

We know of no periodical in this State which has a distinct department for women. This is established with the hope that they will feel freer to commit their thoughts to writing, being put at their disposal and under a woman's control.

There must be dormant literary talent among us needing only an opportunity for development and culture.

This department will be whatever North Carolina talent makes it. It is open and free for the expression of our views and wants, our hopes and fears, our ambitions, our trials and our triumphs. With the aid of friends and co-workers, we hope to make this department all our cause demands.

COMMENTS.

RALPH EDMUNDS, in Kate Field's *Washington*, takes rather a gloomy view of our authors' chances for making money, and advises them not to depend on their pen alone for a livelihood.

IT HAS been suggested by a writer, who is tired of hearing the expression that a man "gives" to his wife certain things which properly belong to her position, that she be allowed a fixed salary. In order that ladies matrimonially inclined might not make a mistake as to the financial ability of their intended, it is proposed that a matrimonial *Bradstreet* be established. Where there is much sentiment involved the amount of the bride's salary may be left open until after the ceremony is performed.

POETRY is imaginary. People who are inclined to write poetry, should first see if any of it crops out in their prose. If not, they may be sure there will be less of it in their rhyme.

THE LAST DAYS OF POMPEII.

The dramatic power of this book has been rarely equaled. Under the spell of the author's imagination the city is made to live again its ancient life.

We can still see the old Roman in his home and the gladiator in the arena.

The description of the destruction, founded upon Pliny's account, gave him a rare opportunity for the display of his powers, for no such catastrophe has occurred in all history. Utter destruction reigned over the city where, only a few hours before, life in all its luxury and splendor had flourished.

For nearly seventeen centuries the city of Pompeii lay buried beneath the ashes of Vesuvius, and at last was disinterred from its silent tomb, its homes undimmed by the lapse of ages, its walls as bright as though just painted, and everywhere the bones of that vast throng which once surged to and fro among its airy halls and gilded palaces. A lasting reminder of the vanity and uncertainty of human life.

INDUSTRIAL EDUCATION AMONG GIRLS IN NORTH CAROLINA.

There is a movement on foot among the King's Daughters in this State to memorialize the next Legislature to secure the appropriation of twenty thousand dollars for the establishment of an industrial school for girls. This is a good idea.

The State and General Government have already established such an institution for boys on a grand scale, and now the very best thing the State can do is to establish one for girls.

The Teachers' Assembly should appoint a committee to co-operate with the King's Daughters, and if they proceed as wisely and persistently as the friends of the school already established, they will surely succeed.

OPINIONS OF THE WISE.

NINETY PER CENT. of ambition to try, and one per cent. of talent is all that is needed to succeed in whatever we undertake.—*Exchange*.

SELF-RELIANCE is one of the highest virtues in which the world is intended to discipline us, and to depend upon ourselves even for our own personal safety is a large element in our moral training—*J. A. Froude*.

“MAN IS his own star, and the soul that can
Render an honest and a perfect man,
Commands all light, all influence, all fate ;
Nothing to him falls early or too late.
Our acts our angels are, or good or ill,
Our fatal shadows that walk by us still.”

CLASSICAL DEPARTMENT.

All classical teachers throughout the State are cordially invited to contribute articles to this department.

TRANSLATIONS OF CLASSICAL BOOKS IN LUBBOCK'S LIST.

Sir John Lubbock's own work has been mainly in science. There is food for reflection in the fact that even he should have thought best to include the works of so large a number of classical writers in his famous "List of One Hundred Best Books." The works of no less than nineteen classical authors (fifteen of whom are Greek, and six are Latin writers) will be found in that list.

Readers are often in doubt as to the best translations. Here, as in most other matters, the bad is more accessible than the good. Lubbock mentions none. It may be worth while to publish a list of translations of the works of those Greek and Latin authors whom he deemed deserving of places in his "List," reprinted in the October number. Translations of other classical works may be mentioned hereafter. This is by no means an exhaustive statement of existing translations, though the best, in my opinion, has been mentioned in every instance. The price of each book has usually been added.

There is something in every language which can never be exactly expressed in any other language. Translations, no matter how admirable, must fail to do complete justice to the original. The Swannanoa is lovely near its mouth; but one who sees it only there can have, at best, a vague

conception of its beauty far up in the mountains. Even the Old and New Testaments, which have been turned into English so perfectly that they seem always to have been English, can never be rightly appreciated, or even rightly understood, by one who does not know Hebrew and Greek. However, very many of us are familiar with but one language, and for such persons translations are considerably better than nothing.

WORKS OF GREEK WRITERS.

Epictetus: *Encheiridion*. George Long's translation is the best. It may be had in Bohn's Classical Library (\$1.75). The same volume contains also the *Discourses* and *Fragments*, which nobody will be the worse for reading. Another translation, by T. W. Rolleston, is published in the Camelot Series (40 cents), with parts of the *Discourses*.

Marcus Aurelius Antoninus: *Meditations*. Here, again, George Long's is the standard version. The pretty series called "Knickerbocker Nuggets" (\$1.00) includes the *Thoughts of Marcus Aurelius*.

Aristotle: *Ethics* and *Politics*. Probably Robert Williams's rendering of the *Ethics* (Nichomachæan, \$2.50) is the least bad. As Sir Alexander Grant says: "The problem how to translate Aristotle into English has not yet been solved. We have had a translation of the entire works by the not very sane, and very unscholarlike, Thomas Taylor (10 vols., London, 1806-'12), which exists only as a curiosity for book collectors. And we have the not uncreditable versions of Bohn's Classical Library, but these latter were done to order, and cannot be expected to perform what is in itself so difficult." In the *Politics*, Aristotle has fared better, thanks to Jowett, whose translation is published in two volumes (\$5.25), but the transla-

tion itself (\$3.00) may be had apart from the notes (\$2.25). Another version has been made by J. E. C. Welldon (\$2.60). A pun here would be easy to make,—easier than strictly true.

Plato: *Dialogues*; at any rate, the *Apology*, *Phædo*, and *Republic*. Jowett's translation of the *Dialogues* leaves little to be desired. The two *Dialogues* specially mentioned by Lubbock will be found in the first volume (\$3.00) of the set of five. The same translator's *Republic* (\$3.25) is also the best. Another, by Davies and Vaughan, in the Golden Treasury series (\$1.25), is convenient and not bad.

Demosthenes: *On the Crown*. Jebb says: "C. R. Kennedy's translations (3 vols., Bohn's Library) are models of scholarly finish." The second of these volumes (\$1.75) contains the oration *On the Crown*. Sir R. Collier's rendering of the same oration,—“greatest oration of the greatest of orators,” may also be mentioned. It is true, however, that all existing translations of Demosthenes are poor. Something more than “scholarly finish” is needed.

Plutarch: *Lives*. “One of the most delightful books in the world, one of the few universal classics, appears for the first time in our language in a translation worthy of its merits,” said the *Atlantic Monthly* in reviewing the Library Edition (5 vols., \$10.00) of Plutarch's *Lives*. The translation is the “one called Dryden's,” corrected and revised by A. H. Clough. It is also published in one volume (\$3.00). Of other translations, that by the Langhorns is the best known (\$4.00, or, in somewhat better form, \$5.00). Shakspeare, as everybody knows, used North's translation of the *Lives*. Skeat has edited selections from the *Lives* in North's Plutarch which illustrate Shakspeare's plays (\$1.50).

Homer: *Iliad* and *Odyssey*. Matthew Arnold's criticism is appropriate: “Homer is rapid in his movement, Homer is plain in his words and style, Homer is simple in

his ideas, Homer is noble in his manner. Cowper renders him ill because he is slow in his movement and elaborate in his style ; Pope renders him ill because he is artificial both in his style and words ; Chapman renders him ill because he is fantastic in his ideas ; Mr. Newman renders him ill because he is odd in his words and ignoble in his manner." And yet it is doubtless true that four-fifths of the readers of Homer, who are unfamiliar with the original, read one of these translations condemned by Matthew Arnold. Worst of all, most of them read Pope's version, and think that they are reading Homer. We know nothing about the character of Homer ; he may have been of a forgiving turn of mind, yet I cannot but hope that, if on the 30th of May, 1744, Pope went to the same place that Homer had gone to long before, Homer spanked him. Here are two lines which are sometimes quoted to show the absurdity of Pope's rendering. Nausicaa, a loving daughter, goes to her father, and "standing quite close to him" says : "Papa dear, now couldn't you get ready for me the high wagon with beautiful wheels." This is a perfectly literal rendering of the original. Pope's translation is :

"Will my dread sire his ear regardful deign,
And may his child the royal car obtain."

Possibly this may be an unfair specimen, because Pope was not at his best in describing scenes of this kind. "It is a very pretty poem, Mr. Pope, but you must not call it Homer," said the great Bentley.

The best of all translations of the *Odyssey* is the prose version by Butcher and Lang (\$1.50), and the same may be said of the *Iliad* (\$1.50) by Lang, Leaf and Myers. The prose is poetic prose, which, however, is considerably better than prosy poetry. If one desires a translation in verse, Chapman's (described above as "fantastic"), or William Cullen Bryant's (2 vols., about \$5.00) should be selected.

Charles Lamb said of Chapman's Homer: "It has the most continuous power of interesting you all along." But then, Lamb never saw Bryant's rendering. He was fortunate in dying before the publication of F. W. Newman's translation; it is in the metre of "Yankee Doodle."

Hesiod: *Works and Days* and *Theogony*. Elton's verse translation is as good as any. This, together with a prose rendering by Banks, is published in the same volume with the translations of Callimachus and Theognis (\$2.00).

Æschylus: *Prometheus* and the *Trilogy* (*Agamemnon*, *Choephoroi* and *Eumenides*). For all of these, Miss Swanwick's translation (\$2.00) may be chosen. It is in verse. For the *Agamemnon*,—"the grandest work of creative genius in the whole range of literature," nothing surpasses Robert Browning's poetic rendering (\$1.50), provided that the reader understands Greek well enough to compare the English with the original. Otherwise, the English is somewhat more difficult than the Greek. A. W. Verrall's prose version of the *Agamemnon* is one of the most recent. It is published in the same volume with the text and notes (\$3.00). Mrs. Browning's poetic translation of the *Prometheus*,—"the sublimest poem in Greek literature," is a standard one (\$2.00). Mrs. Webster's translation is also well known.

Sophocles: *Oedipus Tyrannus*. R. C. Jebb's translation is very good. The Greek text is printed in the same volume (\$3.50).

Euripides: *Medea*. The tragedy selected by Lubbock has always been considered particularly fine. And yet it is worthy of note that the *Medea* was only a third-prize play. A good translation may be had in Lawton's "Three Dramas of Euripides" (\$1.50), the other two being the *Hippolytus* and *Alkestis*.

Aristophanes: *Knights* and *Clouds*. Frere's admirable translation, in verse, includes the *Knights* but not the

Clouds. The former, together with the *Acharnians* and *Birds*) is published in Morley's Universal Library (40 cents). Or, one can use Mitchell's translation of all the comedies.

Herodotus: *History*. George Rawlinson's has been the standard translation (4 vols., \$18.00). Of more recent versions, that by G. C. Macaulay (2 vols., \$4.50) is probably the best. A delightful rendering of Book II, edited by Andrew Lang, deserves to be noted here.

Xenophon: *Anabasis* and *Memorabilia*. A good translation, by H. G. Dakyns, is now in course of publication. Only volume I (\$2.50) has yet appeared.

Thucydides: *History*. No better translation can be desired than Jowett's (2 vols., \$8.00). The *Nation* said of it: "A clear, perspicuous, accurate, we may add readable, version of Thucydides, such as the Athenian writer might, were he revived to life and endowed with perfect command of the English language, lay before the educated public of England or of America."

WORKS OF LATIN WRITERS.

Cicero: *De Officiis*, *De Amicitia* and *De Senectute*. The translation made by Dr. Peabody has been spoken of by a good critic as "terse, forcible and accurate." It is published, with *Scipio's Dream*, in three volumes (\$2.75).

Virgil: *Eclogues*, *Georgics* and *Æneid*. The best prose translation is that of Lonsdale and Lee (\$1.25). Mackail's, recently published, has been favorably received (\$1.00). Of the translations in verse, Conington's (\$2.00) is probably the best. Dryden's is well known.

Horace: *Odes*, *Epodes*, *Satires* and *Epistles*. Translators have done well by Horace. The best prose version is by Lonsdale and Lee (\$1.25). Of metrical translations, the most desirable is the one published in the "Chandos Classics" (\$1.00): The *Odes*, *Epodes*, *Satires* and *Epistles*,

translated by the most eminent English scholars and poets. Other well known translations are by Sir Theodore Martin (2 vols., \$8.40), and by Lord Lytton (*Odes* and *Epodes*, with the Latin text, \$1.50.)

Lucretius: *De Rerum Natura*. H. A. J. Munro's translation is excellent. The text, notes and translation are published in three volumes (\$9.60). Metrical versions by Thomas Creech and by Busby may be mentioned.

Tacitus: *Germania*. No perfectly satisfactory translation has been made. Church and Brodribb's *Germania* is as good as any other. The same volume contains also the *Agricola* and *Dialogue on Oratory* (\$1.25).

Livy: *History*. As good a scholar as H. F. Pelham makes this statement, surprising but doubtless true: "The most successful translation of Livy's *History* is that by Philemon Holland, London, 1600." Books XXI—XXV (the Second Punic War) have been fairly well translated by Church and Brodribb (\$2.00).

Nobody who expects to read the comparatively few famous books of the world can afford not to read the works of the Greek and Latin authors mentioned in this list. He ought to read them in the original; if he cannot, then in the very best translations.

E. A.

TEACH PUPILS to write business letters. Teach the forms and essentials of the same. If money is sent, let the fact be stated first; next tell what it is sent for—state distinctly whether it is to pay for goods already received or for goods ordered in the same letter. These may seem like trifles, but judging from the correspondence coming to this office, these trifles are frequently overlooked.—*Educational News* (Phila.).

EDITORIAL.

NORTH CAROLINA IS LEADING THEM.

A very prominent educator in the city of Philadelphia, and a well informed gentleman, said to the editor a few days ago that "North Carolina is evincing a greater interest in educational matters and making more advancement and improvement in her schools than any other State in the South. She is not only fully alive herself, but is also waking up most of her Southern sisters. As an educator North Carolina is far in the lead, and her progressiveness and persistency will yet place her in the front rank as to the extent and efficiency of the facilities for education that the State will offer to all her people. The annual Assembly of North Carolina Teachers is the biggest thing in the South, and it is giving new life to all other meetings of Southern teachers—and the old North State seems destined to be the 'educational hub' of the South."

While our State is winning such golden opinions from prominent educators at home and abroad, let us put new zeal and energy into the work of training the children of our land.

THE STATE BOARD OF EDUCATION will adopt the revised edition of Mrs. Spencer's "First Steps in North Carolina History" for use in all public schools of the State. Moore's "School History of North Carolina" is also on the "State List of Public School Books," and it is intended for pupils of the fourth and fifth reader grades. Mrs. Spencer's book is especially adapted to classes in third and fourth readers. These two books form a complete

course in North Carolina History, and no other State of the Union has provided such ample and charming facilities for thoroughly training its children in the history of their State.

IT IS the rule of THE NORTH CAROLINA TEACHER, when speaking or writing of teachers, to use the title "Professor" only in connection with names of men who occupy special Chairs in the University or such other chartered colleges. Indiscriminate use of the term is disrespectful, both to the title and to the teaching fraternity.

PROF. JOSIAH H. SHINN, of Little Rock, Arkansas, the honored first president of the Southern Educational Association, has just been elected State Superintendent of Public Instruction of Arkansas. We tender sincere congratulations to Prof. Shinn and to the State over whose educational interests he has been called to preside.

WE HAVE put forth our best efforts to obtain reports of all the State Teachers' Institutes during the past month but without avail. THE TEACHER will be glad to let the profession know what good work is being done by the Institutes, but of course it is impossible for us to publish the information unless county superintendents or teachers will see that the reports are sent to us.

SOMETIMES we receive a letter from a subscriber, saying: "What has become of THE TEACHER? I have not received a number in several months." Then we search for the name on our book, and see that the subscriber has changed address two or three times already, and has never said a word to us about it. While THE TEACHER was being blamed for not appearing in due time, it had been trying to hunt up the subscriber at the original address. THE TEACHER can very gracefully bear any amount of complaint when it knows that it is not at fault.

WE WERE much pleased to have a call on September 26th from Miss J. A. Sears and Mrs. M. E. W. Jones, of the Faculty of Nashville Normal College, on their return to the college for the opening of the fall term's work. Many "Normalites" in North Carolina remember these excellent ladies and teachers with very great pleasure.

THE SECRETARY of the Southern Educational Association has published in neat form the proceedings of the organization and first session at Morehead City, July 1-5, 1890. The volume comprises near one hundred pages and includes in detail all the business of the first session of our organization, which is destined, ere long, to be the biggest educational gathering in the South. Copies of the proceedings will be sent to any person upon receipt of the amount of postage, four cents. It is a readable and interesting document.

FOUR HUNDRED extra copies of THE TEACHER were printed with the October number, and yet the new subscriptions for the month exhausted the entire supply, and we needed fifty copies more to complete the subscription list. We return our profoundest thanks to the brotherhood for their very liberal and increasing patronage of THE TEACHER. It is now hard to find in North Carolina a teacher who is not a member of the Teachers' Assembly and a reader of THE NORTH CAROLINA TEACHER.

THERE IS but *one* "Southern Educational Association" in this country. This one was organized by teachers at Morehead City July 1-5, 1890, and this association is to "promote the cause of education specially in the South." There is another organization in the South which has adopted the name "Southern Educational Association." It originated at Montgomery, Alabama, and is simply an "Auxiliary to the National Educational Association." Its principal object is to promote the interests of the National

Association in the South, and it should not be mistaken for the Southern Educational Association for there is no similarity of work or organization between the two bodies, nor is there the slightest conflict because their objects are so entirely different.

A DISTINGUISHED educator, a member of the Faculty of one of our leading colleges in the South, located in Tennessee, on receipt of a copy of the proceedings of the Southern Educational Association writes to the Secretary as follows :

"It would be no easy task to find in the same number of pages anywhere grander and more inspiring expressions of educational thought than is embraced in the addresses which comprised the proceedings of the Southern Educational Association at Morehead City. President Shinn's inaugural remarks are full of the highest order of educational and patriotic utterances, and his address on 'Local Taxation' is truly an invaluable document to every friend of public education. Governor Jarvis has doubly honored himself and the cause of the children which he so nobly advocated ; Prof. D. H. Hill's ringing speech opens up an entirely new and important line of thought ; Major Finger's valuable suggestions will stimulate us to a renewed energy ; Dr. Massey's paper is most timely and eminently practical ; and Prof. Denson's eloquent defense of Southern genius, and his appeal for the promotion of Southern literature have charmed me exceedingly. Surely the South is proud of its Southern Educational Association, which, at its first session, has given more important and valuable consideration to Southern school interests than has been heard in the National Educational Association during its entire existence. It is my intention, if possible, to be with the many hundreds of Southern teachers who will assemble at the next session of the Southern Educational Association, for in this great organization I can see the unmistakable dawning of a glorious educational era for our beloved Southland."

The Secretary has received applications for copies of the proceedings from near every State in the Union, and from many educators in the North have also come expressions of cordial good will and approval of the work which the Southern Association has set out to accomplish for Southern schools.

WE ARE continuing at work upon a teachers' vacation trip to the City of Mexico and to California. There are

now in hand over a hundred applications for membership in the party, but no person can be accepted nor any definite information given until all our plans for the tour are completed. There are yet some railroad connections and rates not satisfactorily arranged but which will be adjusted shortly. We do not propose to announce the trip or make a start until every detail of the whole tour is completed just as we want it to be. We expect to make a six weeks' tour of our southern and eastern country with the party at about one-half the expense usually attending such a trip.

THE SOUTHERN EDUCATIONAL ASSOCIATION is drawing to its support and cordial co-operation the very best and truest element of the noble workers in Southern education. There are some few teachers in the South whose patriotism and zeal in the cause of distinctively Southern education have been cooled by constant association with those who are secretly unfriendly to our cause, and there are a few others, possibly, who have become entirely neutral upon all Southern questions by reason of the fact that they have received a few extra dollars in agency work for some Northern publishers; from those teachers the Southern Educational Association can expect no co-operation and it will not be disappointed. Their influence and work will be given no doubt to the National Educational Association and to its auxiliaries in the South. In nothing does the South show more clearly the wonderful educational development which is felt throughout her borders, than in the hearty and enthusiastic union of all her leading teachers in the great work of their Southern Association towards giving system and stability to the educational interests of their country. And may every effort prosper!

ABOUT OUR TEACHERS AND SCHOOLS.

MR. J. E. WILSON has a school at Dalton.

MRS. M. F. PEELER is teaching at Morganton.

MISS GRACE T. BROWN is teaching at Murfreesboro.

MISS MAY RAMSOUR has a good school at Lincolnton.

MISS IDA P. GAY is teaching at Falkland, Pitt County.

MISS FANNIE PERRY is teaching at Airlee, Halifax County.

MISS ANNIE HALL is teaching at Flat River, Durham County.

MISS MARIA PATON is teaching at Moncure, Chatham County.

MISS MARY G. CAPEHART is teaching at Avoca, Bertie County.

MR. W. L. SPENCE has a school at Mint Hill, Rutherford County.

MR. W. B. ORMAND is principal of the Academy at Burlington.

MISS NANNIE J. FLAKE has a school at Beverly, Anson County.

MISS MAMIE CANNADY is teaching at Wilton, Granville County.

MR. OCTA BOSTIC has a good school at Mooresboro, Cleveland County.

MISS BELLA E. SKINNER is teaching at Hertford, Perquimans County.

MISS M. J. STANFIELD, of Fish Dam, is now teaching at Judson, Florida.

MR. MCAFEE MCCracken has a school at Iron Duff, Haywood County.

MR. W. H. POPE is principal of the High School at Ansonville, Anson County.

MISS ELLA ROBINSON is teaching at Balsam Grove, Transylvania County.

MISS ETHEL WICKER has opened a prosperous school at Topsail Sound, Pender.

MISS LAURA P. MOORE, of Kenansville, has a good school in Dillon, South Carolina.

MRS. H. E. BROWN is principal of the High School at Greenlee, McDowell County.

MISS MAGGIE ESTES has a fine school at Henderson and she enjoys reading the TEACHER.

MISS ANNIE BROADHURST, of Kenansville, is teaching at Bowden Station, Duplin County.

MR. L. A. BEASLEY, a successful teacher of Duplin County, has entered Davidson College.

MR. H. J. STOCKARD is principal of the High School at Graham, with fifty pupils in attendance.

MR. GEO. F. CRUTCHFIELD has a school of forty-four pupils near Mebane, Alamance County.

MR. J. L. YOUNG, of Wake County, has taken a school at Laurel Springs, Alleghany County.

MR. WILLIE H. CLENDENNIN has forty students enrolled in Students' Hope Academy, Alfordville.

MISS ANNIE C. MOORE, of Hertford County, N. C., is teaching near Newsom's, Southampton County, Virginia.

MR. R. C. COFFEY, of Caldwell County, has accepted the position of assistant teacher in the High School of Gastonia.

THE CORNER STONE of the Trinity College building at Durham was laid with Masonic ceremonies on November 11th.

MR. J. A. STEWART, of Connelly's Springs, Burke County, has a good school of forty-five pupils at Collettsville, Caldwell County.

MR. H. L. KING is principal of Beaverdam Academy, near Asheville. This school has been prospering in his hands eight consecutive years.

REV. JAMES A. PITCHFORD is teaching near Littleton, Halifax County. He is also Secretary of Judkins Farmers' Alliance in Warren County.

MISS ROSEDNA SLEDGE (Greensboro Female College) is teaching in Franklin High School. Mr. F. C. Reese (Emery and Henry) is principal.

REV. H. E. PINCKARD is principal of Normal School at Hamburg, Jackson County. Miss Sue E. Robinson, and Mr. C. L. Harris are assistants.

MRS. ANNA JUSTICE, of Raleigh, has a very prosperous private primary school. She is one of the best teachers of little children in our State.

MR. FRANK H. CURTIS is principal of the Military Academy, which is under the same general management as the Thomasville Female College.

THIRTY-SIX charming young ladies of Greensboro Female College, in charge of Dr. Dixon, the principal, spent Thursday and Friday at the State Fair.

LEXINGTON FEMALE SEMINARY is prospering under the excellent management of Mr. W. J. Scroggs, the principal, and his corps of excellent assistants.

MRS. D. B. GARDEN, of Henderson, has accepted a position as teacher in Claremont College at Hickory. Prof. Will. H. Sanborn is President, and the school is prospering.

MR. F. L. MCCOY, class of '91, Trinity College, who formerly taught at Reedy Creek, and later near LaGrange, is now principal of Rochelle High School, Rochelle, Georgia.

THE LATE J. J. PARTRIDGE, principal of Jonesboro High School, was a graduate of Trinity, 1878. He is succeeded by Mr. Simon E. Koonce, who graduated at Trinity last year.

MR. J. A. MCPHERSON, who taught last year near Fayetteville, and who last spring took the teacher's course at Chapel Hill, has entered the Freshman Class at Davidson College.

THE ASHEVILLE FEMALE COLLEGE BUILDING was damaged by fire to the extent of \$10,000 on October 22d. The one hundred and ten inmates, fortunately, suffered no loss or injury.

MISS EMMA WINN (Greensboro Female College) is principal of Sutherlands' Seminary, Ashe County. Miss Jennie Sutherlands is Assistant, and the school is flourishing.

MESSRS. STRINGFIELD AND FERRELL, with their excellent assistants, Misses Shepherd and Cartwright, are making Wakefield High School more prosperous each term. The enrollment is now larger than ever before.

MISS MARY LILLY TAYLOR AND MISS DELLA MATTHEWS, two of the best teachers in the Fayetteville Graded School, paid a visit recently to the Northern cities with a view to investigating the workings of the Northern schools.

THE "ALFRED WILLIAMS & CO. PRIZE," consisting of a fine Microscope, for the best specimen of handwriting exhibited at the Fair, was won by Miss Birdie Lawrence, age fifteen years. She is a pupil in the Raleigh graded schools.

MISS RACHEL BLYTHE, a beautiful and cultured Cherokee Indian girl, recently a teacher in Thomasville Baptist Orphanage, is taking a special business course in the Raleigh Commercial College. She is making hosts of friends in the Capital City.

MISS IDA GRISSOM, a teacher of Kittrell, recently spent two months in the Normal College at Stuart, Va. It is unfortunate that our girls are compelled to go beyond our borders to obtain the training that our ambitious teachers deserve and need.

THE DAVIS MILITARY SCHOOL, of Winston, opened with one hundred and seventy-five students, and nearly a hundred more are expected. Col. Davis can always command a large patronage by reason of his fine reputation as a teacher and disciplinarian.

MR. W. P. WHITE is principal of Cross Roads' Academy at Ramseur, Randolph County. Near fifty pupils are enrolled. Miss Fannie Jordan is in charge of the music class. The school offers special advantages to those preparing to teach in the public schools.

MISS EMMA CHADBOURNE, who has been for sometime teaching in the Tileston Normal School at Wilmington, and who was a member of the Teachers' European party, is now at Bradford Academy, Bradford, Mass., taking a special course in Literature and Languages.

JUDSON COLLEGE is prospering under the excellent management of that honored and venerable teacher, Dr. Richard H. Lewis. The enrollment is now near ninety students—a much larger number than at this time last year. When Dr. Lewis was elected President of Judson College a bright day dawned for that noble institution.

MR. HAL. W. AYER, Local Editor of the *State Chronicle*, in company with the editor of THE NORTH CAROLINA TEACHER, has been making a tour of inspection of the splendid schools of the Capital City. Peace Institute and St. Mary's School have been visited and thoroughly written up for the information of the public, and the excellence of each of the other public and private schools will be in turn presented to the readers of the *Chronicle*.

WAKE FOREST COLLEGE is at work raising \$50,000 additional endowment for that institution. Mr. Rockefeller, of New York, offers to increase the amount when raised, to \$75,000. The Baptists have already liberally endowed Wake Forest, thus providing for the boys, and THE TEACHER thinks that all further effort at raising funds should be for the education of the girls, for whom nothing as yet has been done. Wake Forest College is provided for, now let us endow the Baptist University for girls!

WINSTON'S BOARD OF SCHOOL COMMISSIONERS have made another valuable addition to the Faculty of the graded school. Miss Anna R. Neal, of Marion, a member of the Teacher's Assembly, a young lady of rare attainments, who has for the past year or so been principal of the Virginia Dare Institute at Concord, has been elected to the position of teacher in their city schools. She is a graduate of Greensboro Female College, receiving the valedictory in the largest class that has ever graduated there.

TEACHERS' INSTITUTE.—Prof. Alderman conducted the Institute for Randolph County during the week beginning October 13th. One hundred and twenty-two teachers were in attendance—the largest Institute ever held in the State. We were all very much pleased with Prof. Alderman. The teachers were not only interested and instructed, but were amused and entertained. The address on Friday was eminently practical, and, at the same time, one of the most eloquent appeals in behalf of public education. The teachers are much encouraged, and there seems to be improvement everywhere. An effort will be made by teachers and the superintendent to prolong the school terms by private subscription.—WILLIAM C. HAMNER, County Superintendent.

THE STUDENT'S AID SOCIETY of Davenport Female College, Lenoir, Caldwell County, has four scholarships at its disposal. A scholarship pays the tuition of the recipient for a year. All who wish to avail themselves of their assistance in obtaining an education should make immediate application to President Minick. The Committee of Award will meet soon after the opening of the Fall Term. By that time there may be more than four scholarships available. A donation of twenty-five dollars was received the other day and others are expected. In addition to the above, the Kent Scholarship in Music or Art will be given. In the award of this scholarship, the talent of the applicants will be the chief consideration. The "Model School" for boys and girls of the primary and intermediate grades will be continued this year.

CATALOGUE OF THE DIALECTIC SOCIETY.—We have received a copy of the new "Catalogue of the Members of the Dialectic Society, University of North Carolina, 1795-1890." It is the handsomest and most accurate of all similar publications which have come to us from the University. Old members—indeed, all old students—will find its 169 pages full of interest. The editor, W. J. Battle, Ph. D., has done his work with admirable care. The contents include a full-page engraving of the Hall; historical sketches of the Society, by the editor and by President R. H. Lewis, Hon. R. H. Battle, Dr. W. B. Phillips, and Mr. E. P. Mangum; catalogue of all members, arranged by year of entrance, with briefly stated facts about each person; rolls of Confederate dead of both Societies; alphabetical index of names. Copies may be had at 50 cents each from Mr. W. T. Patterson, Chapel Hill, N. C.

CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"
 That one and one are always two;
 But Cupid proves, with work so sly,
 Some wondrous things that figures do.
 And when he claims a teacher's hand
 All rules of figures then are done,
 Though two before the preacher stand
 This one and one are ALWAYS ONE.

MR. W. E. ORMOND, principal of the Methodist Episcopal District School at Burlington, and MISS IRENE ORMOND, of Greene County, were married Thursday, October 9th, at the home of the bride at Ormondsville.

MISS MYRTLE A. MCAULEY, a teacher of Rockingham County, and MR. JUNIUS R. PAGE, of Aberdeen, were united in marriage on Thursday, 9th October, at the residence of the bride's father, Mr. A. M. McAuley, of Rockingham.

MISS JANIE McDUGALD, of Wade, Cumberland County, a teacher and a member of the Teachers' Assembly, was married November 12th to MR. D. C. ZUBER, of Bryan, Texas.

MISS MAMIE HOBGOOD, daughter of Prof. F. P. Hobgood, and teacher of Music in Oxford Female College, was married to MR. B. S. ROYSTER, of Oxford, on Monday, October 15th, 1890.

MISS IRENE HART, of Rocky Mount, a teacher in the Louisburg Female College, was married Monday, October 14th, to CAPT. B. B. WILLIFORD, a conductor on the Atlantic Coast Line.

MISS HATTIE MOORE IVEY, a teacher of Iredell County, and a member of the Teachers' Assembly, was married at Leesburg on Wednesday, October 15th, to MR. JAMES HOUSTON WHITE, of Statesville, N. C.

IN THE GREENSBORO BAPTIST CHURCH, October 22d, MR. A. L. CRUTCHFIELD, a teacher, of Pinacle, N. C., married MISS ELMA GWALTNEY, daughter of Rev. W. R. Gwaltney, who performed the ceremony.

MISS ANNIE HYMAN PHILIPS, of Tarboro, daughter of Judge Fred Philips, was married to MR. HERBERT WORTH JACKSON, of Raleigh, Wednesday, October 22d, at 9 A. M., in Calvary Church at Tarboro. Miss Philips was a member of the Teachers' European Party of 1889.

AT COLUMBIA, S. C., October 22d, at the residence of Hon. John S. Vernon, State Comptroller, DR. R. D. JEWETT, of Wilmington, N. C., married MISS SUSIE PHILLIPS, daughter of the late Dr. Charles Phillips, of the Faculty of the University of North Carolina, Rev. S. M. Smith, D. D., officiating.

IN THE METHODIST CHURCH, Jonesboro, N. C., October 29th, REV. E. L. STAMEY, pastor of Centenary M. E. Church South, of Greensboro, N. C., married MISS ANNIE BARNES, of Jonesboro, by Rev. A. D. Adams, assisted by Dr. J. W. Norris. Miss Barnes taught a successful school at Morehead City, N. C., and was teaching at Graham, S. C., at the time of her marriage.

IN MEMORIAM.

Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost, loved ones will be found again."

MR. JOHNNIE BELL, a young and prominent teacher at Little River Academy, died September 12th, 1890. He was greatly admired by all as a most exemplary gentleman.

PRINCE, the infant son of Mr. J. A. W. Thompson, Superintendent of the "Thompson School" at Siler City, died early in October.

MRS. GEORGE W. GREENE, wife of Professor George W. Greene, of the Faculty of Wake Forest College, died at that place on Wednesday, October 22, 1890.

MISS ANNIE MOORE, formerly of Goldsboro, but recently teacher of drawing in the Asheville Public Schools, died of Typhoid Fever in that city on October 21st. Miss Moore was a sister of Mrs. P. P. Claxton.



AT RECESS.

The books and slates now put away,
And let us laugh a little while;
For those who work there should be play,
The leisure moments to beguile.

PROFESSOR OF GREEK, at Chapel Hill (setting out a decanter of fine Rhenish wine and very diminutive glasses)—"Professor, will you try a little of this 'Hic, Hæc, Hoc'?" Professor of Latin (examining the glasses while pouring out the hock)—"Certainly, professor, but your glasses ought to be 'Hugus, Hugus, Hugus'!"

EXTRAORDINARY.—PROFESSOR—"How wonderful are the works of Nature, when one thinks that even the most modest insect has its Latin name."

HIS LAST.—For the third time little Tommie Figg has asked his father what was the cause of the desert of Sahara, as the teacher had told him to answer the question to-morrow. Finally the old man laid down his paper and answered: "I reckon it was formed when the Israelites lost their sand. And if you don't quit asking me so many questions I'll see that your mother puts you to bed before I get home hereafter." "But, paw, how can you *see* her put me to bed if she puts me to bed before you get home?" And that question was Tommy's last—for that evening.

TEACHER—"Bobby Swapples, what is a quadruped?" Bobby—"A quadruped is an animal with four legs." Teacher—"Right; now give me an example of a quadruped." Bobby—"A horse." Teacher—"Right; can you give me another example?" Bobby (enlightened after much thought)—"Another horse."

TEACHER OF NATURAL HISTORY (to a class of young women)—"Is it true that animals feel affection?" Young Woman—"Yes, in almost all cases." Teacher—"Name the animal that feels most affection for man." Young Woman—"Woman."

THE NORTH CAROLINA TEACHER.

VOL. VIII.

RALEIGH, DECEMBER, 1890.

No. 4.

EUGENE G. HARRELL,

Editor.

Beautiful Christmas

Beautiful Christmas is with us again,
Bringing the brightest of hours in its train,
Bringing us memories sweet of the past,
Bringing us joys that will gladden and last,
Bringing its cheer to the lowliest door,
Bringing its presents for rich and for poor;
Peace and good will is its happy refrain,
Beautiful Christmas is with us again.

Beautiful Christmas, your beautiful chimes
Ring for the people the best of good times,
Ring out the old, and faded and sad,
Ring in the new, and the pretty and glad,
Ring in the Christmas bell one glow of light;
Ring in the joys and the games of the night,
Ring out all sorrow, and sadness and pain,
Beautiful Christmas is with us again.

North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

CHAPTER XV.

FAMOUS PLACES IN LONDON.

NO SANTA CLAUS IN ENGLAND—THE TOWER OF LONDON—A GUIDE GORGEOUSLY ARRAYED—IMPRESSIONS OF THE FAMOUS ROYAL PRISON—SIR WALTER RALEIGH—THE CROWN JEWELS—WESTMINSTER ABBEY—THE POETS' CORNER—A FAMOUS SCHOOL—HOUSES OF PARLIAMENT—BUBBLING PATRIOTISM—SITTING IN GLADSTONE'S SEAT—THE ENGLISH THRONE—WESTMINSTER HALL—EVENING AMUSEMENTS—SARA BERNHARDT.



HAD A good time on yesterday!" exclaimed pretty, little Miss Jessie Kenan; which statement was repeated and endorsed after the usual enthusiastic manner of womankind by about a dozen of our girls, as we gathered at the breakfast table on the morning of July 26. Each of the girls wore a charming little red, gauzy; English walking hat, one of the trophies of "shopping day."

"I never in my life saw so many pretty shops and lovely goods, and good-looking and clever people," continued Miss Kenan, and we listened attentively. "There never can be another city like London. They have near everything on earth here to interest people and make them happy. If I

lived here a century I believe I would see something brand new every minute of the time. But there is one thing which we have in North Carolina that they don't have here."

"Ah, indeed! Oh, girls, listen!" exclaimed the merry crowd sitting near her, while their hands were raised in astonishment as only a lively girl can express it.

"Yes, indeed!" said Miss Kenan, "and I wouldn't give that one thing for the whole of Europe, either."

"Oh, my! just listen, girls. Do tell us what it is, Jessie," they pleaded.

"It is Santa Claus," she replied.

"What!" long drawn out, with an inflection of horror.

"No Santa Claus!" And the girls looked from one to the other in amazement. "How awful!"

"It certainly is true, girls," Miss Kenan continued, when her audience had partly recovered from the shock. "I found it out yesterday when I was buying some pretty little tricks in a store in St. Paul's Church-yard. I told the shop woman that I was going to have Santa Claus to give them to some little friends of mine on Christmas. She was surprised, and when I explained what I meant, she said that she had never heard of such a thing before, and there was no custom like that in England; whereupon, I told her that, although London was a fine city, *I wouldn't live anywhere that the people did not hang up a stocking on Christmas.*"

"Nor I!" "Nor I!" "Nor I!" we all exclaimed, while the "General" emphasized his endorsement by bringing his fist upon the table with such force that the crockery along the entire length almost danced a Christmas hornpipe.

"Our first visit to-day, young ladies," said the Secretary, when we had sufficiently returned to the consciousness of our surroundings from the terrible reflections caused by the

awful discovery made by Miss Kenan, as to do justice to the nice breakfast prepared for us by Mr. Adams, "will be to the famous Tower of London, sometimes known as 'England's Royal Butcher Shop.' It is, perhaps, the most noted building in the world, and has occupied a most prominent position in the history of Great Britain for centuries. There was a time when the bare mention of the words 'the Tower' would send a thrill of horror through the brain of an Englishman. Happily those days are long since gone, but the Tower yet remains, and is still the central point of interest to the American visitor in London."

"We will not make the trip to-day as a whole party," he continued, "but will let it be a kind of 'go-as-you-please' day. As this is, however, a 'free day' at the Tower, there will be an enormous rush of visitors, and it will be better for all of us who want to visit the place to make the trip as early as possible in the day. Therefore, let all our smaller parties meet at the Tower by 10 o'clock, and we will do our sight-seeing before the great crowds throng the place about noon."

Ninety-five per cent. of the party were at the Tower promptly at 10 o'clock.

Immediately upon passing within the gates we were directed to a little building on the right, where an officer furnished us with the necessary passes for the various departments of the Tower.

Of course, just here we fell into the ruthless hands of the inevitable guide. He was most gorgeously arrayed—bright green Knickerbocker pants, immense silver shoe-buckles, flaming red coat and skirt, black felt cheese-box shaped hat with a stiff straight brim, and high ruffled collar standing far above his ears. The whole costume was most profusely trimmed with gold lace and fringe. A short sword hung at his side, and in his hand he carried a long staff mounted by a gilded spear head. His raiment far outshone the lilies

of the field, and his bearing would have done credit to Alexander the Great. These gaily dressed guards are called "beef-eaters," and the term originated with them. It is an English corruption of the French word *buffetiers*, or "royal waiters." From this same word comes the name of our Pullman Buffet (pronounced boo-fay) cars which are so convenient in supplying refreshments to hungry travelers.

We followed the "beef-eater" trustingly.

The Tower of London is, perhaps, so called because it is not a tower at all. It is a little town within itself. Many centuries ago, when all of this great London was nothing but moors, marshes and forests, the Romans, under Cæsar, built a fort here on the bank of the Thames. There now remain only a bit of crumbling wall and mouldering pavement to tell that story to us. In later times William the Conqueror erected upon this spot a square fortress with a tower at each corner. Each succeeding monarch has added to its strength and its extent, erecting a castle, a moat, a tower, dug dungeons and constructed prisons until the vast structure now covers eighteen acres of land.

Almost every foot of land within those walls, every room within the Tower, every window, every moat and every arch has its sad and tragical tale to tell of such dark deeds of hatred, unsatiated ambition and vengeance, as make the history of the now proud English nation but little more creditable than that of the savages of Africa.

As we enter the celebrated Tower this bright July morning how far different are the present uses of the buildings from what they were in the stories which the centuries bring to us! The moat which encircled the walls has been filled up and is a garden of lovely flowers; the dungeons which confined so many distinguished prisoners are now empty and will remain so; the windows which looked out upon the execution of many of the State prisoners are now

confiscated to brooding purposes by the saucy little English sparrows; the strongholds which guarded the persons of England's sovereigns now keep in safety, and for the inspection of visitors, the jewels and the crown of Great Britain.

The "State Apartments" of the White Tower have been converted into a vast armory, and surely there cannot be a more interesting collection of implements of war any where on earth. Among the curiosities of this wonderful museum are twenty-two equestrian figures in full armor, including the royal figure of Henry VIII in his entire suit of war armor, engraved over its whole surface and inlaid with gold; in his right hand he carries an iron mace which must weigh seventy-five pounds. His horse is also clad in armor from head to foot. There are also the mask worn by the Jester of Henry VIII, all the various styles of arms from the twelfth century to the present, and all the implements of torture taken from the ships of the Spanish Armada. There are hundreds of beautiful designs of flowers formed most skilfully of small arms, swords, bayonets and cartridges. A magnificent equestrian figure of Queen Elizabeth, attired in one of her richest dresses of state, attended by a pretty little page, seemed to interest our ladies far more than the marvelous war exhibit. We were glad of it.

We descended from the Armory by a narrow and circuitous stairway scarcely large enough for one person, and we then reached the Parade. In the centre of this now beautiful green plat is a brown stone pavement about ten feet square, and there we stand upon a brass tablet which tells us that on that spot was erected the scaffold upon which were beheaded Queen Annie Boleyn; Margaret, Countess of Salisbury; Queen Katharine Howard, wife of Henry VIII; Jane, Viscountess Rochford; Lady Jane Gray; and Robert Devereux, Earl of Essex.

We seated ourselves there on some ancient cannon, and for half an hour, under the inspiration of the presence of those spirits of murdered royalty, we gave vent to our feelings of contempt for any form of government which pretended to be civilized, and yet held the lives of its subjects by a thread which might at any time be snapped upon the whim of a single individual who styled himself King!

We emphasized our indignation by spreading our American flag over that brass tablet, hoping that we might thus purify its record in eternity.

Passing from the Parade we entered the Bloody Tower. This was in some respects the most interesting to us of all the thirteen towers of the building. In a little room of the Bloody Tower, ten feet square, the noble Englishman whose memory North Carolina cherishes above all others—SIR WALTER RALEIGH—was most cruelly confined for twelve lonely years, then to be led forth only to his execution. Our indignation at English envy and cruelty again found expression so emphatically as to cause our gorgeously arrayed guide to almost turn white from fear of personal harm.

We calmed the fears of the guide, however, by assuring him that our anger was directed more particularly to injuries we had suffered some two hundred and seventy years ago than to his arrogance and conceit of the morning.

Having visited in turn each of the noted towers, Traitor's Gate through which condemned prisoners passed to their doom, the Prisoner's Walk, and the Chapel, we returned to Wakefield Tower in which is the room containing the Crown Jewels.

In the centre of the room, in a large double case surrounded by a strong iron cage, are arranged the splendid glittering objects which comprise the English Regalia. Truly, the sight was a beautiful one. Most prominent among the articles was the lovely Crown of Queen Victoria.

It is a masterpiece of skill, beauty and value, and we must give such a rare and costly object something more than a passing notice.

The crown was made for Queen Victoria's coronation in 1838, the principal jewels being taken from older crowns and the royal collection. Among them is the large ruby given to the Black Prince in Spain in 1367, which Henry V wore in his helmet at Agincourt. With seventy large brilliant diamonds it forms a Maltese cross in front of the diadem. Just under it is a splendid sapphire purchased by George IV. Seven other sapphires and eight emeralds, all of large size, with many hundred diamonds, decorate the band and arches, and the cross on the summit is formed of a rose cut sapphire and four very fine brilliants. The whole crown contains twenty-seven hundred diamonds, and many other jewels, and weighs thirty-eight ounces and five pennyweights, and is worth \$565,000, or the salary of the President of the United States for almost twelve years!

Besides this crown the collection of regalia contains fourteen other most beautiful articles, all of gold and jewels, including coronets, sceptres, swords, fountains; and the Staff of St. Edward, four feet seven inches in length, surmounted by an arch which contains a "fragment of the true cross." We might have spent the remainder of the day in this dazzling room but for the fact that no person is allowed to stop for a moment within the enclosure but must move steadily along the railing around the case, and then out again. Thus, even the North Carolina teachers had to go the way of all flesh; so upon our exit we concluded that we were surfeited with sight-seeing just then and we varied the entertainment by hunting for a restaurant.

After luncheon we made our way, by various routes, to Westminster Abbey, the resting place of England's noble dead. As we entered that solemn and sacred edifice we could but be sensibly impressed by the difference between

the memory of the dead of Westminster Abbey and those of the Tower of London, and as we spoke of this the accomplished Professor of History of our party continued the thought:

"Yes, that is indeed true," he said, "and the feeling has been most strongly expressed by Macaulay somewhat in these words when speaking of the Chapel and Cemetery at the Tower of London: 'In truth there is no sadder spot on earth than this little cemetery; death is there associated, not as in Westminster Abbey and St. Paul's, with genius and virtue, with public veneration and with imperishable renown; not, as in our humblest churches and churchyards, with everything that is most endearing in social and domestic charities, but with whatever is darkest in human nature and in human destiny, with the savage triumph of implacable enemies, with the inconstancy, the ingratitude, the cowardice of friends, with all the miseries of fallen greatness and brightest fame.'"

"This silent city of England's greatest dead," said Rev. Dr. Marshall, our Chaplain, "is truly a place for meditation. It would be well if every person could occasionally visit this noble structure, stand within these sacred walls and uncover his head in the presence of these mortal remains of royalty, literature, arts and sciences, music and the drama. He could scarcely fail to catch some of the power and inspiration which must linger amid such august immortal presence as we have here."

"I agree with you, Doctor, in that sentiment," added Rev. Bennett Smedes, his associate Chaplain. "We here place our hands upon the caskets containing the actual remains of kings and queens whom the world has feared, stand upon the slabs over the resting places of authors, sages, heroes, divines, statesmen and philanthropists whose work and memory will be cherished with the highest veneration and love forever. We now stand in the presence of seven-

teen kings, from Edward the Confessor to George II; ten queens lie buried with them; here are the remains of Dickens, William Pitt, Bulwer, Wilberforce, Earl Channing, Warren Hastings, Lord Palmerston, Macaulay, Livingston, Spencer, Chaucer, Ben Jonson and hundreds of other men and women who have mainly shaped the literature and history of the world."

As we stood in the Poet's Corner contemplating the monuments of noted literary men about us, one of our party caused us to be more forcibly impressed with the surroundings by repeating in a low tone these thoughtful words of Thomas Bailey Aldrich, of Boston:

IN WESTMINSTER ABBEY.

"THE POET'S CORNER."

"Tread softly here; the sacredest of tombs
Are those that hold your poets. Kings and queens
Are facile accidents of Time and Chance.
Chance sets them on the heights, they climb not there!
But he who from the darkling mass of men
Is on the wing of heavenly thought upborne
To finer ether, and becomes a voice
For all the voiceless, God anointed him:
His name shall be a star, his grave a shrine!

"Tread softly here, in silent reverence tread.
Beneath these marble cenotaphs and urns
Lies richer dust than ever Nature hid
Packed in the mountain's adamant heart,
Or slyly wrapt in unsuspecting sand—
The dross men toil for often stains the soul.
How vain and all ignoble seems that greed
To him who stands in this dim cloistered air
With these most sacred ashes at his feet!

"This dust was Chaucer, Spenser, Dryden this—
The spark that once illumed it lingers still.
O, ever-hallowed spot of English earth!
If the unleashed and happy spirit of man
Have option to revisit our foul globe,

What august shades at midnight here convene
In the miraculous sessions of the moon,
When the great pulse of London faintly throbs,
And one by one the stars in heaven pale!"

We were glad to see among those monuments the bust of our own LONGFELLOW, the only person not an Englishman who has a monument in Westminster Abbey.

Westminster Abbey, besides being the burial place of the noted dead, is also the scene of every coronation of England's kings and queens, from Edward the Confessor to Queen Victoria. The coronation chair which has been used for six hundred years, a plain oak, square, straight-back affair, occupies an honored place in the chapel of Edward the Confessor. Beneath it is the famous "Stone of Scone" upon which all Scottish Kings have stood to be crowned. The stone was brought to London in 1205 by Edward I, as a token of the complete subjugation of Scotland. Tradition says this is the stone upon which the patriarch Jacob laid his head.

Tradition and poets are given a great deal of license in Europe.

Passing from the Abbey under an archway, we entered Dean's Yard, in which is situated Westminster School, one of the most famous institutions in the world. It was founded in 1560, before Sir Walter Raleigh sent his first ships to the coast of North Carolina. In looking over the catalogue of noted men who have been educated in this school, we found the names of Ben Jonson, Locke, Dryden, Cowper, Southey, Hackluyt the celebrated geographer, Sir Christopher Wren, Gibbon the historian, Warren Hastings and Earl Russell. The school now has an attendance of about two hundred boys, and upon its present roll there may be some other names which in future years shall also shine as stars in the literary world.

We are now standing under the shadow of that immense structure known as the Parliament Buildings. Their vast towers and imposing statues loom up grandly before us just across the street, and they seem to proclaim, in their silent grandeur, the majesty of the English government.

It is exceedingly difficult for strangers to gain admission to the Houses of Parliament since the dynamite exploit of January 24, 1885, which came near wrecking the buildings.

The North Carolina teachers, however, know nothing of obstacles, so it was not many minutes before we had secured special permission from the Lord Chamberlain to visit this noted building.

We entered the gateway under the Victoria Tower, and under the escort of two very accommodating officers were conducted through the principal rooms. On the right is the Queen's Robing Room, where her Majesty attires herself in the elegant robe of state when making official visits to Parliament. Next is the Victoria Gallery, through which the Queen passes in solemn procession to the House of Peers for the purpose of opening or proroguing Parliament.

The Gallery is magnificent beyond any intelligent description. The pavement is handsome, polished Mosaic work, and the ceiling is a most elaborate combination of gorgeous fresco and gold. Many elegant paintings adorn the walls, including most of the English monarchs. The magnificent stained glass windows exhibit the rose, thistle and shamrock, the national emblems of England, Scotland and Ireland.

As we stood before those national emblems our thoughts turned proudly to our own American laud and the galaxy of stars upon our flag, and it was whispered through the party, but not loud enough for our English guides to hear,

“ The flowers will droop and their leaves decay,
The Rose from its stem will sever ;
The Shamrock and Thistle will fade away,
But the *Stars* will shine forever.”

The House of Peers is richly decorated in Gothic style. The entire floor is occupied by the long red leather-covered benches for the four hundred and thirty-four members. In one end of the room is the magnificent throne of the Queen covered with a sumptuously gilded canopy. On the right is the throne of the Prince of Wales, while on the left is that intended for the Queen's consort. These lovely and impressive emblems of Royalty were objects of great interest to us. One of our most beautiful girls, a veritable "American Queen," wanted to take a seat upon the throne of her Majesty Queen Victoria, and while we unanimously voted her in every way qualified for the exalted position, a large rope, woven of gold, so obstructed the entrance to the throne that our desired coronation ceremony of the American girl was necessarily deferred for the present.

We compromised our disappointment, however, by sitting in the exact spots upon the benches which the guard designated as the places occupied by Gladstone, Parnell, Balfour and other distinguished members of Parliament. Each member of the House has his own peg in the lobby for his hat, and his name is placed underneath the peg. This examination was interesting.

The House of Peers begins work at 6 o'clock in the evening and remains in session all night. There are no lights in the hall, but it is lighted beautifully by numerous chandeliers on the outside which shine through the large stained glass windows.

The House of Commons has its own peculiar manner of voting upon questions, which somewhat amused us. On each side of the Hall is what is called a Division Lobby. Into these apartments the members all pass for the purpose of being counted when a vote is taken. The "Ayes" all go the right of the Speaker and the "Noes" pass to the left. The Clerk never makes a mistake in counting the vote.

Leaving the Halls, we passed down a broad flight of marble steps, and to our right is the famous Westminster Hall, which is part of the ancient Palace of Westminster, and was founded by the Anglo-Saxon kings. This noted Hall is one of the largest in the world, being 290 feet long, 68 feet broad, and 92 feet high. The roof is of wood, and is a masterpiece of architectural beauty.

But these features do not comprise the chief interest which this Hall possesses for a visitor. It is rich in historical associations. In this place the earliest English Parliaments were held. Here Edward II and Richard II were deposed; it has been the scene of the coronation festivals of English monarchs down to George IV; here Charles I was condemned to death; and here in 1653 Cromwell was proclaimed Protector, and eight years later his head was exposed on the pinnacle of this hall, where it remained for thirty years, until blown down to the ground by the wind; sentences of death were pronounced upon William Wallace, the hero of Scotland; Sir Thomas Moore, Robert Devereux, Earl of Essex; Guy Fawkes, and other noted political prisoners; and here Warren Hastings was acquitted after a seven years' trial. Sir Walter Raleigh was executed in front of Westminster Hall in 1618, and his body is buried in the chancel of St. Margaret's Chapel, just across the street.

The Houses of Parliament cover eight acres of land. They contain eleven courts, one hundred staircases, eleven hundred rooms. The entire palace is fitted up and adorned in lavish magnificence, and has cost over \$16,000,000.

Sight-seeing is very hard work. We were tired and hungry, and our next move was to the top of the green omnibuses, and we were soon at our hotel.

After dinner most of the party spent the evening at some of the standard theatres down on the Strand. The places of amusement most attended were the Adelphi, Drury Lane

and Olympic theatres, but the great objective point was Lyceum theatre, where the noted Sara Bernhardt, in "Phedre," was filling an engagement to the delight of all London,

The Lyceum is crowded to overflowing every night, it being difficult to secure even standing-room, though the prices paid for this privilege are from \$1 to \$2, with a penny extra for the programme and sixpence to the usher. Sara Bernhardt is now at her best, and, in assuming the character of Racine's beautiful heroine, the celebrated actress throws all her wonderful force, intensity and pathos into the part. The last act is most touchingly and tenderly rendered, and Madame Bernhardt played it throughout in a subdued manner that was profoundly effective. Her support was fine, and each artist was thoroughly acceptable in their various characters to the audience. As a rule, the English theatres are not equal to the American in the character and magnificence of their appointments.

One of the most difficult things to an American in London is getting the English pronunciation of proper names. The name as spoken on the stage and elsewhere in conversation is very different from the names which we see in type. We scarcely recognize the orthography in the pronunciation of the name; in fact, it seems to be the rule in England to disregard entirely the spelling in proper names. St. John, for instance, is pronounced "Singe-on;" Beauchamp is "Beecham;" Majoribanks is "Marchbanks;" Chalmondeley is called "Chumley," and Sevenoaks becomes "Snooks." Even some American names have here undergone wonderful changes in pronunciation, and our beautiful word Chicago is almost invariably pronounced "Shee-kaggy"! Perhaps a knowledge of this will relieve the "Shee-kaggians" of a considerable quantity of their well known conceit.

NOT SO FAST, MICHIGAN!

The *School Moderator* (Michigan) says:

"Several of our Southern exchanges favor using text-books made by Southern writers only. If this is not 'hide-bound-ism' gone to seed, we'd like to know what is. Furthermore, if Southern text-book makers are as far behind in that particular as the South is in other products of civilization, Lord pity the pupils! They had better be turned loose to browse amidst the delightful relics of the Dark Ages."

[Well! well! well! some people are *so* ignorant when they get mad. When our cotemporary cools off, we advise him to refresh his mind in United States history, and he will then learn that he is indebted to Southern brains for a majority of the good things which he enjoys in this civilized country of ours. The Declaration of Independence, the Constitution, and many other "civilized products" of this Union were the work of Southern men. We think they are now well qualified to prepare text-books for Southern or any other schools. Don't you, brother *Moderator*?

We commend to your careful reading the eloquent speech made by Capt. C. B. Denson, of North Carolina, at the session of the Southern Educational Association at Morehead City, N. C., last July. The subject is "Southern Literature and Southern School-Books," and the speaker will give you many startling facts upon this matter which New England text-books on United States History are afraid to mention. As a few samples of text-book work by Southern teachers, we will mention "Gildersleeve's Latin Series," "Holmes' New Readers," "Sanford's Arithmetics," "Bingham's Latin Series," "Maury's Geographies," "Holmes' United States History," "Stephens' History of the United States," "Hansell's Historical Series," "Nicholson's Arithmetics." If there are better books than these upon the subjects named to be found in the United States, we do not know of them, and we are fairly well acquainted with most of the school-books published and sold in America.—EDITOR.]

AN OPEN LETTER.

EDITOR NORTH CAROLINA TEACHER,

Dear Sir: What would you suggest as the best subjects in which a girl should be educated?

MOTHER.

DEAR MADAM:

This is rather a difficult question to answer satisfactorily, but we will try to give you, in a general way, the opinion of THE TEACHER in the matter as formed by long and careful observation and study of the needs of the times.

If you are immensely wealthy and are absolutely beyond the possibilities of a reverse of fortune, then let your daughter study everything known on the earth. All the "ologies," sciences, arts, *belles lettres* and "isms"—fill her head full, rammed and crammed, with everything which will be a pleasure, pastime, ornament or diversion to her. Send her all over Europe, Asia, Africa and Australia, and let her study everything they know about music and art and dogmas of various kinds. It's true, that under this treatment your daughter will never know anything, but that doesn't matter, for your reward will be in being able to tell your friends that your "daughter's education cost over \$50,000!" This is the way in which some girls are now "being educated."

But, if you are in only moderate circumstances and want to have a sensible, intelligent daughter, to be a comfort and a pleasure to herself, to her companions, and in her home, and who can earn an honest living whenever it should become necessary for her to do so, THE TEACHER advises that she be educated somewhat as follows:

She must thoroughly understand arithmetic through the practical and commercial courses, also stenography, type-writing, telegraphy and book-keeping. She should take the entire literary course of some high-grade institution for

girls. If she has decided talent for music and art give her two year's instruction in each of these subjects; otherwise, don't waste valuable time with them or anything else that will be of no use or pleasure to her. What we mean by decided talent for music is the ability and the application to learn the art so as to play or sing when asked to do so without giving the usual excuse, "I cannot play without my notes."

She ought to take a course in Latin for two years, as it is almost indispensable in advanced literary study. Also, give her a French course under an expert French teacher, that is, if she will "stick to it" until she acquires a practical conversational knowledge of the language. *Leave off everything which she has not the application or ability to learn thoroughly.* She doesn't need "a smattering" of anything.

She must know what proportions of flour, salt, water, yeast and lard will be required for a dozen wholesome biscuits, and she should be able to cook them properly. She should understand sufficiently the laws of physiology, hygiene and ventilation to protect herself from all those injuries which come from pure ignorance of these subjects. A practical knowledge of the simple medical remedies for ordinary cases of sickness will also be very useful to her.

Your daughter can secure all this instruction, of a most thorough character, in any of the excellent institutions which we have in North Carolina for girls. No need to send her North to be educated. That will cost you a great deal more and she will be no better taught.

Have some expert dress-maker to instruct her thoroughly in the art of cutting, fitting and making every article of female apparel; and a first-class milliner to teach her how to trim a hat or bonnet in neatest style, so that it may be made to do satisfactory service for one or more seasons if necessary. Of course she will be trained in all matters

relating to the care and arranging of her sleeping apartments and other rooms of the household.

She should regularly read some first-class daily newspaper as a necessary part of her education, so that she can converse intelligently with her friends upon current topics which interest her country and the world. It would be well for her to be fairly posted as to the leading men who direct our government, and she must know what is meant by "the Tariff," "Free Trade," the "Force Bill," and other important measures discussed in Congress.

THE TEACHER is not always right, and we may now be wrong, but yet we firmly believe that if you educate your daughter upon the plan we have outlined she will be a charming and intelligent woman, happy and independent at home or abroad, and as maiden, wife or mother.

FRIENDLY WORDS FROM THE NORTH.

We have, before this, had occasion to allude to the broad, liberal, thoughtful and conservative manner in which the distinguished educator, Dr. A. N. Raub, editor of the *Educational News* (Philadelphia), deals with the most important educational problems of the times.

We clip, from one of his recent editorials, the following very kind words concerning the question of Southern education. Italics in last sentence are ours:

We have frequently called attention to the rapid forward steps being made by the teachers of the South. No section of the country has greater reason to be discouraged, and in no section is there a stronger *esprit du corps* and more zeal manifested toward bringing the general community rapidly forward in educational matters. Even the enforced low salaries do not serve to discourage these people, and we are glad to see that those who have been their sharpest critics are beginning to learn that Southern educators have difficulties surrounding them which are

unknown to the teachers of the North, and are inclined to be generous at least. Give the educational people of the South a chance. *They are spending more money per capita to-day according to their means than any other section of the country.*

Every Southern man and woman appreciates the sentiments expressed in the paragraph quoted. The cultured author of the words is not blinded by prejudice nor biased by sectional animosities as are most of the hundreds of thousands, both men and women, who comprise the vast Northern educational throng.

Yes, it is true that the South is paying more money for schools per capita, according to the valuation of her property, than any other section of this Union is paying. This statement is not "guess-work," either, but the statistics of the country prove it. And as values increase in the South our people increase the rate of taxation for education.

We feel prompted just here to predict that when the next census of this great country is taken ten years hence, it will be found that the South is not only much the wealthiest section of the Union, but it will be far ahead of the North in the magnitude, character and efficiency of all our educational interests, and then it may be realized that the *best* of all that is good in America is that which comes out of the Southern Nazareth!

SWISS SCHOOLS.

[It is not the habit of THE TEACHER to have anything to say concerning foreign schools. The manners, customs and governments of Germany, Prussia, France and other foreign countries are so widely different from ours that it is folly to institute comparisons upon educational privileges or facilities. There are, however, so many good and suggestive things in the following article upon the Swiss and

their schools that we deviate from our rule and present an extract to our readers, feeling quite sure that it will be enjoyed.—EDITOR.]

“There is not so free a people elsewhere in the world as these Swiss. They are the Athenians of modern times—Athenians in more senses than that of extreme freedom. They are the best-educated people of the world; that is, if universal education is the best. Thoroughness, too, even the lowest grades of learning, is characteristic of their system. There are no shoddy educators, there is no superficial cramming, and the country is not crowded with one-horse colleges. Compulsory education, free schools, and almost free text-books are fundamental principles of the Swiss educational system.

“Everybody in the country agrees as to these things. The State's first business is the education of the youth. Teachers must, first of all, be university graduates, or else be graduates of high, very high class normals. They are employed for long terms, almost for life, and are pensioned when grown old in the public service. The schools stand at the head of everything; even the army costs less than their schools do.

“Their system contains six kinds, or grades, of preparatory schools below the university. There are the primary, the secondary, the repeating, the special, the Real schools, and the gymnasium, the last answering in rank to the American college. The first two of these schools are compulsory and free, but the pupil may choose between attending the secondary school and the repeating school. This latter is intended mostly for the benefit of the very poor, who cannot spare the children from labor after they have finished with the primary school. These repeating schools, intended simply for fixing in the child's mind what he has already learned, are held two forenoons in the week. Sometimes they are held in the evening.

“The child enters the primary school in his sixth year, and attends till he is twelve. Each year pushes him forward one grade. The last three years of the elementary school are termed Real classes, but are not to be confounded with the higher Real schools, which are but a step short of the college.

“In the classes of city and town schools the boys and girls are usually separate. There is no study room, the studying being all done at home. It is noticeable that the school opens without Bible reading or prayer, but later in the morning one of the town pastors will enter the rooms of the higher classes and give a half hour's instruction, mostly concerning the characters of the New Testament. The scholars will be asked about the lives of Peter and Paul and the scenes of the Holy Land, the interest of the pupil depending wholly on the ability of the teacher to entertain him. The talk of the half-hour seems to be devoted more to Bible biography than to religious training. The preachers, however, have an up-hill row of it, for hundreds of the Swiss teachers are infidels.

“The pay of these Swiss teachers, looked at from an American stand-point, is insignificant. It averages less than \$400 per year, and rarely exceeds \$800; but then house-rent and fuel are free, the term of service is almost for life, and promotions for merit are constant. Here, as in all matters of public benefit in Switzerland, the man best fitted and trained for his place keeps it. There is no turning competent men out simply ‘to give some other fellow a chance to get in,’ as with us.

“There are twenty-seven institutions in Switzerland for the education of teachers, not including a military training school, where specialists are prepared for teaching classes in gymnastics and military drill.

“Gymnastics, by-the-way, are taught in every Swiss school, and a proper gymnasium with all its belongings is

attached to every school-house. The Swiss Seminaries for the preparation of teachers are open to both sexes, and some of the best teachers in the public schools are ladies, though the number engaged is very small, perhaps not ten per cent. of the whole. Their pay, too, absurd though it seems, is some thirty per cent. less than that of male teachers. There are no young inexperienced girls teaching in the schools, and no young men using the school desk while waiting for something better to turn up. School-teaching is a serious business there, and the calling of a lifetime.

“The Swiss school-hours are very long—twenty-seven hours a week for the primary classes, and only eight weeks’ vacation in the year. The studies in these earlier classes comprehend religion, good manners, German, arithmetic, elements of geometry, natural history, geography, history, singing, drawing, gymnastics, and, for the girls, female industry. The girls may skip the geometry class, if the parents so choose. In the secondary schools, where the pupils are from twelve to fifteen years old, the studies are mostly a continuation and repetition of those passed in the primary schools, except that natural history is enlarged upon greatly, especially in its bearings on farming and other industries. More attention, too, is given to gymnastics and drill. These classes are attended thirty-three hours a week, and forty-four weeks in the year, exclusive of much time spent in gymnastics. The course is for three years. Text-books are rarely changed. Great care is observed in their adoption, and their cost is but trifling, even for the poor. The first class, mornings, at Swiss schools is at seven o’clock, an early hour for a boy to have breakfast over and the school road behind him.

“The long hours and the hard work of the Swiss school are made less tedious by the many interesting excursions taken by schools and teachers together, where the boys, girls, and masters romp to their hearts’ content. Another

relief is found in the music of the schools. The Swiss all sing, and a master who could not lead his school with the violin would be an anomaly. There is constant singing and marching and entertaining. It may be noticed, too, that the many, very many hours of school attendance are not wholly devoted to new things; the old lessons, the old exercises, are gone over and over and over till the boy knows them forever. This repetition is, of course, easier than learning new lessons would be; besides, the talks in the classes, especially in natural history, by teachers who are interesting and competent, make the long hours seem short enough, and it is seldom that a Swiss school-boy would not rather be in the school-room than anywhere else.

“Playing ‘truant’ is an unknown vice there. The relations between boy and master are kindly in the extreme. The Swiss school-boys love their teachers, and they love their schools. The lessons of the text-books are by no means the only lessons they have learned in the school-room. They have been taught good manners, respect to their elders, cleanliness, neatness, and how to behave on all occasions. Aside from what they have learned from their books, they can sing well, write well, appear well, and are liable to be pretty expert gymnasts and riflemen. Whether they enter the university, or go out into the wide world in search of a livelihood, the memory and advantages of their school-days go with them, for the school-room in Switzerland does more than the home to make men and women of its boys and girls.

“Once out of the preparatory schools, the industrial schools are open for boys all over the country. They are as interesting in their methods and as thorough in their advantages as are the ordinary schools, and are of inestimable benefit to the poor boy who aspires to get above the hard tread-mill of a day-laborer.

"The means for pursuing knowledge among the Swiss youth are found in the tremendous number of public libraries and reading-rooms existing throughout the country.

"The country has more circulating books in libraries than any state of equal population in Europe. Zurich canton alone has 267 libraries, while every cafe, inn, eating-house, and public garden is furnished with papers and magazines, whose contents are digested with the bread and cheese. Of course intelligence is wide-spread, and some learning universal."—*S. H. M. Byers in Harper's Magazine.*

TWENTY-FIVE RECEIPTS FOR A HAPPY NEW YEAR.

COMPILED BY B. F. H., IN *Christian Union.*

[If every child in North Carolina will thoroughly memorize these quotations, it will not be time wasted by any means.—EDITOR.]

I.

The eternal God is thy refuge, and underneath thee are the Everlasting Arms.—*Deut. xxxiii: 27.*

II.

The secret of happiness is never to allow your energies to stagnate.—*Adam Clark.*

III.

The aching head may well cease to throb when laid upon that softest pillow for human pain and rest: "God knows."
—*Anon.*

IV.

Learn to entwine with your prayers the small cares, the trifling sorrows, the little wants of daily life. Whatever affects you—be it a changed look, an altered tone, an unkind word, a wrong, a wound, a demand you cannot meet, a sorrow you cannot disclose—turn it into prayer, and send it up to God. Disclosures you may not make to man, you can make to the Lord. Men may be too little for your great matters; God is not too great for your small ones. Only give yourself to prayer, whatever be the occasion that calls for it.—*Anon.*

V.

The worst evils are those that never arrive.—*Proverb.*

VI.

God never takes one thing away but something else is given.—*Ella Wheeler Wilcox.*

VII.

Build a little fence of trust
Around to-day:
Fill the space with loving work,
And therein stay.
Look not through the sheltering bars
Upon to-morrow:
God will help thee bear what comes
Of joy or sorrow.

—*Mrs. M. F. Butts.*

VIII.

When you are afraid of God—fly to his arms!—*Anon.*

IX.

If we turn our backs to the sun, we walk in our own shadows.—*Anon.*

X.

Those who live in the Lord never see each other for the last time.—*German motto.*

XI.

To see the hand of God in the present, and to trust the future in the hand of God, is the secret of peace.—*Anon.*

XII.

■ I expect to pass through this world but once. If, therefore, there be any kindness I can show to any fellow-being, let me not defer or neglect it, for I will not pass this way again.—*Quaker saying.*

XIII.

A guiding hand is on the wheel,
And all the way the Captain knows.

—*A. D. F. R.*

XIV.

It may be He is keeping,
For the coming of my feet,
Some gift of such rare blessedness,
Some joy so strangely sweet,
That my lips will only murmur
The thanks they cannot speak.—*Anon.*

XV.

Thy Maker is thy changeless friend,
His love attends thee still.—*Anon.*

XVI.

There is a day of sunny rest
For every dark and troubled night;
And grief may bide, an evening guest,
But joy shall come with early light.

For God has marked each sorrowing day,
And numbered every secret tear,
And heaven's long day of bliss shall pay
For all his children suffer here.—*Bryant.*

XVII.

The brightest day at noon is that whose dawn is wrapped
in heavy mists.—*Anon.*

XVIII.

If thou art worn and hard beset
With sorrows that thou wouldst forget;
If thou wouldst read a lesson that will keep
Thy heart from fainting and thy soul from sleep—
Go to the woods and hills! No tears
Dim the sweet look that Nature wears.—*Longfellow.*

XIX.

The next time you get discouraged, just try encouraging
some one else, and see if it will not cheer you.—*Anon.*

XX.

Whatever is, is best.—*Proverb.*

XXI.

Weeping may endure for a night, but joy cometh in the
morning.—*Psalms xxx: 3.*

XXII.

'Tis better to have loved and lost,
Than never to have loved at all.—*Anon.*

XXIII.

Like a cradle, rocking, rocking,
Silent, peaceful, to and fro;
Like a mother's sweet looks dropping
On the little face below—
Hangs the great earth, swinging, turning,
Jarless, noiseless, safe and slow;
Falls the light of God's face bending
Down, and watching us below.

And, as feeble babes that suffer,
Toss and cry, and will not rest,

Are the ones the tender mother
Holds the closest, loves the best,
So, when we are weak and wretched,
By our sins weighed down, distressed—
Then it is that God's great patience
Holds us closest, loves us best.—*Saxe Holm.*

XXIV.

Look up, not down;
Look out, not in;
Look forward, and not back,
And lend a hand.
—*Motto of King's Daughters.*

XXV.

There's many a trouble
Would break like a bubble,
And into the waters of Lethe depart,
Did we not rehearse it,
And tenderly nurse it,
And give it a permanent place in the heart.

There's many a sorrow
Would vanish to-morrow,
Were we but willing to furnish the wings;
But sadly intruding
And quietly brooding,
It hatches out all sorts of horrible things.
—*Tinsley's Magazine.*

GOOD ADVICE.

Whatever you are, be frank, boys!
'Tis better than money and rank, boys;
Still cleave to the right,
Be lovers of light,
Be open, above board, and frank, boys!

IN THE SCHOOL-ROOM.

THE TONGUE.

“The boneless tongue, so small and weak,
Can crush and kill,” declared the Greek.

“Tongue destroys greater hordes,”
The Turk asserts, “than does the sword.”

The Persian proverb wisely saith:
“A lengthy tongue an early death,”

Or sometimes takes this form instead:
“Don’t let your tongue cut off your head.”

“The tongue can speak a word whose speed,”
Says the Chinese, “outstrips the steed.”

While Arab sages this impart:
“The tongue’s great store-house is the heart.”

From Hebrew wit this maxim sprung:
“Though feet should slip, ne’er let the tongue.”

The sacred writer crowns the whole:
“Who keeps his tongue doth keep his soul.”

—*Chicago Globe.*

PRINCIPLES OF GOOD MANAGEMENT.

No school can be taught if not well managed.

Never make anything pertaining to management an *end* of itself.

No work is likely to be well done if it is not well planned.

A teacher's example weighs more than his words.

Make no law, grant or refuse no request, give no reproof, *till you have thought about the matter.*

When you have once taken your position, *stick to it.*

If, however, you see you have made a mistake, confess and rectify your mistake like a man.

One who keeps busy about right things has no time for mischief.

Be more anxious to prevent wrong-doing than to punish it.

Often make a friend of a wayward pupil by getting him to do you a service.

Seek always the good of your pupils, let good to yourself be incidental.

Never punish in anger.—Hewitt.

BOYS AND BUSINESS.

The Chicago *Herald* has asked several of the most successful business men in Chicago what qualifications they deem best to fit boys for commerce and trade.

Without an exception the answers are to the effect that boys wanted in business must have a good English education. They must be quick at figures, write a good hand, and express themselves fluently and correctly with their tongues and pens.

Nothing is said about what is called higher education. The inference is that it is not wanted. The youth who is chock full of culture is, nine times out of ten, a very useless fellow when he has to start at the bottom of the ladder. He is under the impression that he is entitled to a place at the top, and wants to get there without the trouble of climbing.

It is a bad thing for a boy to be educated into the belief that he knows it all. When he starts in the world with simply an ordinary common-school education he is willing to learn something more. He feels that he must serve before he can command, follow before he can lead, be bossed before he can boss others. There is hope for such a boy, but very little for one who imagines that the educational mill has turned him out fully equipped and prepared for leadership.

The boy who has not been made the slave of books will learn to use them during his business career, but the youngster who is the victim of culture will find it a hard matter to become a business-like, practical worker in the great bee-hive of the world.

A healthy country lad, who has mastered the three R's, will stand a better chance of rising in a large business-house than a graduate who is able to grumble at hard work in five languages.

IRON'S USES.

Iron vessels cross the ocean,
Iron engines give them motion;
Iron needles northward veering,
Iron tillers vessels steering;
Iron pipe our gas delivers.

Iron bridges span our rivers;
Iron pens are used for writing,
Iron ink our thoughts inditing;
Iron stoves for cooking victuals,
Iron ovens, pots, and kettles;
Iron horses draw our loads,
Iron rails compose our roads;
Iron anchors hold in sands,
Iron bolts, and rods, and bands;
Iron houses, iron walls,
Iron cannon, iron balls;
Iron axes, knives, and chains,
Iron augers, saws, and planes;
Iron globules in our blood,
Iron particles in food;
Iron lightning-rods on spires,
Iron telegraphic wires;
Iron hammers, nails, and screws,
Iron everything we use.—*Selected.*

TARDY BEN.

Little Ben, one summer day,
Stopped, as he went to school, to play,
And when the sun grew warm and high,
Little boy Ben began to cry.

“Oh, dear! Oh, dear!” cried little boy Ben,
“I know I am late for school, and then
Teacher will make me in doors stay
While all the others are out at play.”

Now, what do you think he did that day?
Hurry to school the shortest way?
Learn his lessons when he got there,
Trying to save his teacher care?

No; but I'll tell you what he did:
He sat on the ground, his face he hid
Deep in his hands, as if, alack!
Crying would bring the lost time back.

Little boy Ben will learn, some day,
That crying is not the bravest way;
That neglected duty will bring sure pain,
And lost time never comes back again.

—*Violet Dana, in September Fountain.*

ROBINSON—NOS-NI-BOR.

A certain man named Robinson
Once journeyed to Japan,
But back he came right home again
A much-insulted man.

The Japs all read from right to left,
And this 'twas grieved him sore;
Though on his cards was ROBINSON,
They called him NOS-NI-BOR.

—*Harpers Young People.*

WITHOUT knowledge there can be no sure progress. Vice and barbarism are inseparable companions of ignorance. Except in rare instances, the highest virtue is attained only through intelligence.—*Exchange.*

DEPARTMENT OF LITERATURE.

EDITED BY MISS LIZZIE BELLAMY, RALEIGH, N. C.

Contributions to this department are invited from all female teachers.

NOVEL READING.

What must I read? is a question which has come to almost every one some time in life, and, although it may seem to be of little significance, is one of vital importance, especially to the young.

The mind of a child must be fed and nourished as much as the body, which, when given unwholesome food, soon droops. Allow children to read any kind of books, they soon become so that they do not care for the higher and purer class of literature. The novels of the present day are rich in sensation, and naturally lead the undeveloped minds to dwell upon scenes in which they will never be called upon to figure. Their ideas and ideals are formed from the characters with which they are most familiar, therefore I say do not let them become acquainted with the so-called heroes of the books of the present day.

But then you say, What must they read? Read from the grand old masters, from the books that have stood the tests of many generations and have never grown old, nor will they until earthly things shall cease to be. Read what great and good men have done and said in all ages, and not what wild and daring plans have been formed and almost miraculously carried into execution by the characters created from some fertile, though unnatural mind, and in which there are few, if any, life-like characteristics.

I grant that there are some good novels that may be read, but Ruskin says "the utmost they usually do is to enlarge the charity of a kind reader, or the bitterness of a malicious one; for each will gather from the novel food for their own disposition."

The same sunlight that blooms in the flower nourishes the Upas tree.

And even if there is any good in them, which I seriously doubt, they are seldom read with care enough for it to be found out. All that is thought of or cared for is to get the thread of the story, and to know what is to be the destiny of each character. When this is accomplished the book is thrown aside as worthless.

Precious moments have been wasted in useless work, and their minds not only have not been improved, but possibly an irreparable injury has been done.

Novels are almost the only books read by the young people of to-day. They are wasting the best hours of their lives dwelling in the homes of imaginary heroes and heroines, when all the while the "court of the chosen and mighty of every time and place is open to them."

I have written this especially to the young, but I do not think too much novel reading ought to be indulged in either in youth or age. The riper mind may be, while the youthful is almost certain to be, led astray.

SPIRITUALISM.

"Do not worship images of dead heroes," was spelled out at a table rapping recently.

One of the company had been reading on that subject very lately, and had forgotten the advice until reminded of it by the spirits.(?) May be if we all knew what was really in our minds, or stored away some where in our brains, there would be very little mystery about spiritualism.

COMMENTS.

A GENTLEMAN has been defined to be one who has the highest regard for the rights and feelings of others.

CECIL CHARLES says, in one of our exchanges, that the American woman has only one serious defect, and that is her voice. All her other defects, if she has any, are easily remedied, but in this one thing few have yet succeeded. The voice is sharp, nasal, and plebeian. There is no other nation so vocally affected. In view of this societies have been formed in some of the Eastern States for the cultivation of the voice.

MAX O'RELL says that the beauty of American women, like that of the men, is due more to the animation of the face than to form or coloring. If they went in for more out-door exercise, if they let the outer air penetrate constantly their room, and gave up living in hot-houses, they would have some color, and need fear no competition in Europe. Notwithstanding this, he says that during his six months' ramble through the States, he did not see one hopelessly plain woman.

THIS is the fancy that thrills through me
Like light through an open scroll:
The waves are the heart throbs of the sea,
And the white mist is her soul.

—W. H. Hayne.

OUR TONES and manners leave their impress upon those with whom we mingle long after the words we utter have been forgotten and we have passed to the echoless shore.—
Broten.

THE RECENT EDUCATIONAL MEETING.

It is something unusual for the educators to hold meetings at the State Fair. They are not afraid to bring their theories into the fierce light of the practical business world, and to form definite resolutions stating what they want the law-givers to do. They have decided that we must have increased common school facilities, and ultimately they will be increased. Some of them in high places boldly advocated co-education of the sexes, and if this is right and best it will be accomplished also. Teaching is rapidly becoming an organized profession with all the influence and power which such an organization implies.

OPINIONS OF THE WISE.

CRIME AND punishment grow out of one stem. Punishment is a fruit that unsuspected ripens within the flower of the pleasure which created it.—*Emerson*.

ATTENTION is the very soul of genius: not the fixed eye, not the poring over a book, but the fixed thought. It is in fact an action of the mind which is steadily concentrated upon one idea, or series of ideas, which collects in one point the rays of the soul till they search, penetrate, and fire the whole train of its thought.—*D*.

THE BEST books are few; to know them is a joy that does not perish. Knowing them, you can at all times enter the haunted country and find your favorite places, and be at rest with that which is perfect. Make acquaintance with the masters, with the immortal. There are no such good friends as they are; may they meet us one day as Dante was met by Virgil!—*Andrew Lang*.

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1890-'91.

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EUGENE G. HARRELL, Sec. and Treas., Raleigh.

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COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Tuesday, June 17th, 1891, continuing to June 30th.

MEETING OF EXECUTIVE COMMITTEE.

The annual meeting of the Executive Committee of the Teachers' Assembly will be held at the Yarborough House, in Raleigh, on December 26, 1890. The committee comprises the following members: Chas. D. McIver, President; Eugene G. Harrell, Secretary; Geo. T. Winston, W. L.

Poteat, C. B. Denson, M. C. S. Noble, E. L. Hughes, E. McK. Goodwin and Logan D. Howell.

The object of the meeting is to prepare the programme and make other arrangements for the next session of the Assembly.

ARE YOU now making preparation for a good exhibit from your school in the Educational Exposition next summer? Any school that is doing good work can easily make a good exhibit, and it will be worth much to your institution. The public graded schools of other States make good exhibits at their State meetings. Can't North Carolina graded schools do as well?

THERE ARE some new features, specially attractive, in preparation for the next session of the Assembly. It is intended that it shall be the most profitable and interesting of all the sessions. Several prominent educators from the North have signified their acceptance of invitations to visit the Assembly, and we want them to see the great gathering and the work at its very best.

ANOTHER ATTRACTION of the coming session will be a "Musical Contest" by pupils of the colleges in this State for girls. One entry will be allowed from each girls' college, the contestant to be now an actual pupil of the school which she represents. The entry may be for vocal or instrumental music, and the most proficient young lady will receive from the Assembly a beautiful gold medal.

THE STATE TEACHERS' INSTITUTES have caused a general educational awakening throughout North Carolina. The teachers have been encouraged to greater efforts and increased ambition to improve their work. As a consequence there will be many hundred more public school

teachers at the Assembly next June than ever before to catch the inspiration of that great gathering of the progressive brotherhood.

THERE WILL be a special "College Day" at the next session, the programme to be arranged wholly by the faculties of the University and Trinity, Davidson, Catawba, Elon and Wake Forest Colleges. President Seth Low, of Columbia College, is expected to be present at that time. There is now being arranged for an evening of the session an "Inter-Collegiate Declamation Contest." Two speakers will be allowed to enter from each of the six colleges, and the time of each declamation is limited to fifteen minutes. Competent judges will be appointed, and the successful contestant will be presented a very handsome gold medal by the Assembly.

CO-OPERATION AMONG TEACHERS.

Co-operation among teachers is urged in the *Canada Educational Monthly* by Arnoldus Miller. Among other workers, he urges, from lawyers to hod-carriers, all have formed combinations for their mutual interest. What has ever been done by any of our associations to evolve a plan for our mutual benefit and protection? "We need such control of the avenues into our profession as is possessed by the clergy, the bar, and the medical profession. We should be in a position to secure for ourselves a fixed tenure of office, more liberty of action in conducting our schools, better remuneration for our services, some means of crushing out the present suicidal competition for situations, more control over the courses of study prescribed for the pupils."

Southern Educational Association.

ORGANIZED AT MOREHEAD CITY, N. C., JULY 1-5, 1890.

ORGANIZATION 1890-'91.

OFFICERS:

JOSIAH H. SHINN, *President* Little Rock, Ark.
EUGENE G. HARRELL, *Secretary and Treasurer* Raleigh, N. C.
E. E. BRITTON, *Secretary* Mt. Olive, N. C.

EXECUTIVE COMMITTEE.

J. T. Gaines, Louisville, Kentucky; W. F. Fox, Richmond, Virginia; D. H. Hill, Jr., Raleigh, North Carolina; H. P. Archer, Columbia, South Carolina; M. L. Payne, Ocala, Florida; E. C. Branson, Athens, Georgia; E. R. Dickson, Mobile, Alabama; Dr. Telfair Hodgson, Sewanee, Tennessee; J. W. Nicholson, Baton Rouge, Louisiana; J. N. McMillin, Blue Mountain, Mississippi; W. H. Tharp, Searcy, Arkansas; J. M. Barnard, Cape Girardeau, Missouri; John B. McCahan, Baltimore, Maryland; Virgil A. Lewis, Point Pleasant, West Virginia.

"AUXILIARIES" NOT POPULAR IN THE SOUTH.

THE SOUTH has never looked with the slightest favor upon efforts to make any of her institutions a part of foreign organizations. It would be supremely ridiculous for any over-zealous "harmonizers" to undertake to make the "Southern Methodist Church" auxiliary to the Northern Church; or the "Southern Baptist Convention" auxiliary to the Northern Convention; or the "Southern Press Association" auxiliary to the National Association! It is far

more useless and absurd to try to persuade Southern teachers that the "Southern Educational Association" should be auxiliary to the National Educational Association! Even the leading members of the National Association are amused at such a joke. In fact, the only persons who approve these "auxiliary" schemes are a few Northern publishers of sectional books and their agents in the South, who are trying desperately to prevent Southern teachers from annually meeting in a great convention to consult together in the interest of the schools of the South. These publishers and their agents see plainly that such consultation means that certain sectional and untruthful text-books of United States history must be revised and corrected or leave Southern schools. This being the true situation, it will be difficult to find a Southern teacher who is willing to appear on the side of any "auxiliary to the National" movement, because all schemes of this kind portend no good to Southern educational interests; and any organization flying an "auxiliary" banner will be necessarily operated wholly in the interest of the Northern Educational Association.

THE SOUTHERN EDUCATIONAL ASSOCIATION does not want to conflict in date of meeting with any of our State Associations in the South. It desires and intends to be a help to the local organizations, and after one or two more meetings of the Southern there will, no doubt, be seen considerable increase in attendance upon the sessions of the State Associations by reason of the general educational enthusiasm which will prevail throughout the South. The Executive Committee will probably fix upon July 1-5 as the permanent date for the sessions of the Southern Association, as that time does not conflict with any other important educational meetings in the Southern States.

WHEN the Executive Committee meets to select the place of next meeting of the Association, they will consider invitations from Baltimore, Richmond, Atlanta, Hot Springs (N. C.), Old Point Comfort (Va.), Chattanooga, and Morehead City (N. C.). There seems to be a decided preference among the brotherhood for a meeting at Atlanta.

OFFICIAL CALL FOR A MEETING OF THE EXECUTIVE COMMITTEE.

SOUTHERN EDUCATIONAL ASSOCIATION,
Executive Office,
Little Rock, Ark., Dec. 10, 1890.

There will be a meeting of the Executive Committee of the Southern Educational Association at Knoxville, in Hotel Vendome, on December 23d, 1890.

Hot Springs, N. C., Chattanooga, Tenn., and Atlanta, Ga., are places which have been named for the next meeting of the Association. If you cannot be present at the next meeting of the Committee, will you please send me or some other friend your proxy.

If you have any suggestions as to programme or place of meeting, I shall be pleased to have them.

JOSIAH H. SHINN,
President Southern Educational Association.

This meeting of the Executive Committee will be a most important one in the interests of the Association. It is hoped that the members will try to attend even at some inconvenience as to season and distance. It will be exceedingly pleasant to become better acquainted with co-laborers who are shaping the work of the great organization for the next session. Railroads in the South will sell "holiday tickets" to any point at two cents a mile each way.

EDITORIAL.

TRIED, AND FOUND DEFECTIVE.

Do you realize, teachers, that about nine-tenths of the time spent in trying to teach arithmetic to your primary pupils by the "Grube Method" is time even worse than wasted? We have been watching the results with little children, of the "Grube Method" of teaching, for several years, and we are now convinced, beyond a doubt, that it tends to dwarf the intellect of a little child. In the confusing process of unlimited so-called "drill" the child sees nothing but drill, and its mind is unable to think rationally about even some of the simplest questions of numbers. We have refrained for a long while from expressing an opinion of this thing, although often asked to do so, as the "Grube Method" is so extensively used; but we feel fully justified now in giving our views, since a number of the leading educators of the country are beginning to speak of the injury which is being inflicted upon children by this method. Miss Anna Badlam, one of the best authorities in this country on primary teaching, in a recent letter to the New York *School Journal*, has this to say:

"I am but a partial believer in the 'Grube Method,' pure and simple. My own observations lead me to feel that to take so exhaustive a treatment of number, limited often to operations between one and five in the lowest grade, is confusing, harmful, stagnating, to the child of ordinary brain power.

"The time spent in leading a child to measure five by three, for example, even though taken concretely, had much better be spent in giving him a broader outlook over the

field of number ; later he may be led to do easily, naturally, and in one-half the time, many of the operations over which a well-meaning but over-zealous convert to the 'Grube Method' (intact) spends her time, and strength, and energy needlessly during the first year."

In alluding to this letter the *Educational News* (Philadelphia) says :

"This short letter is so full of good sense that we cheerfully give it place in our editorial columns. It is one of the signs of the times which are becoming more and more plentiful that after all there is something good in the old way of doing things."

We wish you a joyous Christmas,
And a happy and prosperous New Year.

WE HAVE SENT out to our new subscribers over two hundred sets of "Dickens'" and "Waverly" novels, and about the same number of "Evolution of Dodd."

A GREATER number of our female teachers will take the degree of A. B. (a bride) this winter than in any previous season! No educational system can compete with the mischievous influences of Cupid.

WE ARE VERY much surprised, and we regret to see, that the authorship of Dr. Kemp Battle's well known little book, "Names of the Counties of North Carolina," is claimed by a man in this State who has also been a teacher! The claim appears in one of the biographical sketches included in a book just from press, entitled "Western North Carolina," published by Messrs. A. D. Smith & Co., of Charlotte.

WE BELIEVE THE NORTH CAROLINA TEACHER to be clearer of typographical errors than any other educational journal in the South. It is our pride and constant work to have it thus, hence we must apologize for the appearance of a few such errors in the November number. The copy for that issue was prepared and the proof read by the editor while confined to his bed by an acute attack of malarial fever, and it was therefore impossible to give it the usual care.

IF A BOY is educated simply in "the three R's," without careful moral training with them, he is quite likely to add to his outfit another "R"—*Rascality*. The teacher who does not give constant and careful attention to the moral training of his pupils is sadly out of place in the school-room. This is strong language, but as you read this you know that we speak the truth. It is gratifying to know that most North Carolina teachers are faithful to their pupils in this matter of moral training.

THE SECRETARY of the Southern Educational Association has received several letters from teachers throughout the South inquiring what school history of the United States was recommended for use in Southern schools by the Association. This shows how great an influence may be exerted by the organization. The Southern Educational Association desires and intends that the South shall be fairly and truthfully represented in the school histories, but it has not yet recommended any special text-book for the consideration of teachers.

FROM EVERY section of the State there come reports from teachers that they have never before realized such pleasure in teaching North Carolina History as since they have introduced Mrs. Spencer's charming little book. One reason why this is true is because Mrs. Spencer's book is used with younger children, while Moore's History is used with ad-

vanced classes. A third-reader pupil becomes intensely interested in the "First Steps in North Carolina History," and the teacher quickly catches the inspiration of the subject so beautifully presented in the little book.

THE NORTH CAROLINA TEACHER tries to give its readers an honest and helpful journal. It does not profess to be the organ of two or three imaginary educational clubs, nor does it claim to have several hundred prominent contributors, faculties of colleges, superintendents of city schools, &c., &c., from whom never a single line of "contribution" appears. This being the course of THE TEACHER, it is not surprising that we receive from one to two hundred new subscriptions monthly, and have never lost one while the subscriber remained in educational work.

THE GERMANS and French condemn our teachers for using text-books so liberally in teaching. This is not strange, and if American text-books were so inferior in matter and typography as are the school-books made in France and Germany, there would be no text-books at all used in our schools. Our text-books are so ably edited and so artistically printed that it is almost possible for a bright child to imbibe knowledge simply by handling them constantly. Don't give up the text-books, for the book is generally correct, and even the best teachers sometimes have their memories to lead them into error.

IT OUGHT TO be the custom among scholars who have honorary degrees to always, when using the letters, add the name of the college which conferred the degree, thus: "LL. D. (Harv.); "D. D. (U. N. C.); "Ph. D. (Yale); "M. A. (U. Va.); "B. A. (Trinity, N. C.); "D. D. (Wake Forest, N. C.)" "A. M. (Davidson, N. C.)," and so on. This would enable the public to know whether or not the degree was of value or meant anything. Honorary degrees are getting to be very common, and are indiscrimi-

nately conferred by all kinds of colleges, so-called colleges, and high schools, and the men who have received degrees for merit from noted institutions of learning should be protected in their honors by the plan we here suggest.

THERE IS A great need and demand in the United States for a first-class text-book for schools on "Morals." The author should thoroughly know his subject, the book should be written with the utmost care, comprise about two hundred pages, retail for forty or fifty cents, and State Boards of Education in the country should require it to be used in all public schools within their jurisdictions. Teachers in private schools should also introduce the book at once. What North Carolina teacher will write this important text-book? There are many in the State who are fully competent to do this work, and to do it well. The chapters must be short and sharp, easy to teach and easy to understand, and the whole book must be full of *lessons* for pupils on morals without any abstruse and fine-spun theological essays.

ABOUT OUR TEACHERS AND SCHOOLS.

MISS E. C. PRUDDEN is teaching at Saluda.

MR. J. H. SNOTHERLY has a school at Vienna.

MISS MAGGIE McIVER is teaching at Burlington.

MR. EDWIN W. CARROLL is teaching at Neatman.

MISS BETTIE HOLLAND has a school at Clingman.

MR. W. L. SPENCE has a good school at Mint Hill.

MISS NANNIE FLAKE is teaching at Beverly, Anson County.

MR. A. M. BARBREY is teaching at Garland, Sampson County.

MISS ANNIE PAGE has a school near Concord, Cabarrus County.

MISS LOLA H. MAXEY is teaching at Olive Hill, Person County.

MISS CORA E. COZART is teaching at Mt. Tirzah, Person County.

MR. R. D. GALLOWAY has a school near Oak Ridge, Guilford County.

MR. WALTER HURST is Principal of Mountain Dale Seminary, Barnardville.

MISS LIZZIE C. FOUST has a good school at Pleasant Grove, Alamance County.

MISS AGNES GRADY, of Halifax, is teaching at Fort Barnwell, Jones County.

MISS BESSIE McDOWELL is teaching at Island Ford, Rutherford County.

MISS F. ANNETTE JACKSON has an excellent and prospering school at Blowing Rock, Watauga County.

DAVIDSON COLLEGE is enjoying an uncommonly successful year, and we are highly gratified to know it.

MR. E. F. EDDINS (Wake Forest College) is principal of Yadkin Mineral Springs Academy at Palmersville.

MR. VANCE M. CALER has a fine school, one hundred and thirty-three pupils enrolled, at Quallatown, Jackson County.

MISS ELOISE H. NEW, of Richmond, Va., a member of the Teachers' European Party, is visiting friends at Pittsboro, Chatham County.

MISS MARY HOLLEMAN is assisting Mr. James H. McCracken in Caldwell Institute. Fifty-eight pupils are enrolled, and the trustees are enlarging the building.

MISS TRULETTA KRETH, of Raleigh, has gone to Brooksville, Miss., where she has accepted the position of instructress in art and music in the Brooksville College.

MR. W. H. RHODES (Trinity College) has a flourishing school at Trenton, Jones County. Over seventy pupils enrolled. He is assisted by his wife and Miss Pauline Powell.

ON November 21st the Trustees of Oxford Orphan Asylum met in Raleigh and elected Rev. W. S. Black, D. D., Superintendent of the Asylum, to succeed Rev. J. T. Harris, deceased.

KINSEY SEMINARY FOR GIRLS, La Grange, N. C., has begun the publication of a quarterly organ of the institution. It is as neat, lovely and fascinating as that always charming personage whose name it adopts—"The School Girl."

MISS MAUDE L. ALFORD, one of the Teachers' European Party, is teaching stenography and type-writing in Martha Washington College and Conservatory of Music at Abingdon, Va. Rev. S. N. Barker is President of the institution, and it is enjoying great prosperity.

THE endowment fund of \$35,000 for the Chair of History at our University is about raised. This is a most important chair in North Caro-

lina, and it is hoped that the Professor and the course will both be ready for the young men at the beginning of the spring term.

WE regret to learn that Col. W. J. Martin, of the Faculty of Davidson College, has for several months been a sufferer from rheumatism. Our European party remembers with special pleasure this courtly and courteous scholar, who was a member of the company and added greatly to the enjoyment of all during the tour.

TRINITY COLLEGE is going to have the handsomest educational building in the State, at its new location in Durham. The proverbial energy and enterprise of the people of Durham are united in providing buildings and equipments for the college which are unexcelled in North Carolina. And success will reward their efforts.

THE RALEIGH GRADED SCHOOLS have been doing an unusually good term's work. These excellent schools are one of the most appreciated of the many good things which the city of Raleigh has provided for its people. They have brought many new families into the city as residents to secure the privileges of the Graded Schools.

MR. EUGENE C. BRANSON, Superintendent of Athens Public Schools (a Raleigh boy) has been given a present of two hundred dollars by his board of trustees and a six weeks vacation. He has gone to Chicago, and from that point will go to other cities to study the latest and best school methods. This is the best evidence of the appreciation which Mr. Branson's labors receive in his new home.

MR. ROBERT L. MADISON, Secretary of the Western North Carolina Chautauqua, is Principal of Cullowhee High School at Painter, Jackson County. This is one of the most prosperous of our western private schools, and near one hundred and fifty pupils are enrolled. The assistants are Mr. Clarence Burke, Music; Miss Ella V. Richards, Science and Languages; and Miss May Belle Cooper, Orchestral Music. The school has a fine orchestra, gymnasium, library and literary society.

MR. J. E. SMITH (Wake Forest College), of Raleigh, is Superintendent of the Public Schools of Lascassas, Tenn. He is making a fine reputation as a first-class teacher, and the schools are prospering greatly under his management. Several of his teachers propose to accompany him to Morehead next summer to attend our Teachers' Assembly. North Carolina teachers will give their Tennessee friends a most cordial and fraternal welcome to the pleasures and privileges of the Assembly.

ELON COLLEGE, Oak Ridge Institute and Catawba College are educating boys and girls together. These institutions are enjoying a flood-tide of prosperity, and their work of co-education is in every way successful and gratifying. Wake Forest College has already graduated one young lady with highest honors; Trinity College has graduated two ladies with honor, and has admitted two others for this term. The col-

lege doors are now ajar, and ere long they will all swing wide open for the girls.

A VERY pleasant entertainment, consisting of music and recitations, was given at Peace Institute last month. The young ladies did great credit to themselves and their teachers. The recitations, especially, were excellent, and showed the fine elocutionary training the young ladies are receiving. The new teacher in this department has been taught by the best masters of elocution in New York and Boston, and she brings to Peace not only a successful experience, but enthusiasm for her art.

THE Superintendents of the City Schools and the County Superintendents of Public Instruction will hold a meeting in the city of Raleigh, beginning 26th of December, for the purpose of discussing educational matters. This meeting is looked forward to as one from which much good will result. A regular programme will be arranged. The Richmond and Danville Railroad Company will make a rate of four cents per mile for the round trip, and it is expected that the associated roads will give the same rate. Tickets on sale December 20th to 25th, good to return January 2d.

THE second of the State Teachers' Institutes for Wake County was held at Raleigh December 1-6, conducted by Professor E. A. Alderman. The attendance of teachers was good, and it was a fine-looking body of teachers, too. The energetic and faithful County Superintendent, Rev. W. G. Clements, is indeed to be congratulated on the excellent condition of his public schools and the competent and zealous corps of teachers whom he has selected to do the work. The Institute was highly successful, and the earnestness of Professor Alderman created a new desire on the part of the teachers to do even better work than ever before.

CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"
 That one and one are always two;
 But Cupid proves, with work so sly,
 Some wondrous things that figures do.
 And when he claims a teacher's hand
 All rules of figures then are done,
 Though two before the preacher stand
 This one and one are ALWAYS ONE.

MISS ALMA M. CARMICHAEL, teacher of music for four years in Oak Ridge Institute, and more recently one of the leading music teachers of Salem Female Academy, was married to MR. GEORGE A. BOOZER, of Salem, October 23d, in the Moravian Church of that place.

MISS NETTIE A. FARNSWORTH, music teacher at Oak Ridge for two years, was married October 26th, at the home of her parents in Greenfield, Pa., to MR. D. E. MCNAIR, of North Carolina, former student at Oak Ridge Institute.

REV. J. A. CAMPBELL, Principal of Buie's Creek Academy at Poe's, N. C., and MISS CORNELIA PEARSON were united in marriage on November 18th, Rev. J. M. Holleman, of Apex, officiating.

MR. THOMAS D. FARTHING, of Durham, married MISS ROXIE SUIT, of Dutchville, on Wednesday, November 19th. Rev. P. D. Gold, of Wilson, performed the ceremony. Both the bride and groom are members of the Teachers' Assembly, and attended the session last summer at Morehead City.

MISS VIOLA BARBEE, a teacher of Morrisville, was married on the 25th November to DR. W. D. YOUNG, of Chatham County. The ceremony was performed at Pittsboro by Rev. N. E. Coltraine of that place.

MR. J. P. HASKITT, of Kinston, a member of the Teachers' Assembly and of the European Party, married MISS KATE D. MILLER, teacher of music in the Misses Patricks' School at Kinston, on November 26th. Rev. Israel Harding officiated.

MISS LILLIAN ARNOLD, teacher of Elocution in Asheville Female College, was married to MR. JOHN T. SCHAAFF, of Washington City, in Centenary Methodist Church at Richmond, Va., on Thursday, November 27th. They will permanently reside in Washington City.

At Kinston, N. C., on December 13th MISS DORA G. MCDANIEL was married to MR. ELISHA B. LEWIS, a teacher in the Asheville city schools. The bride and groom are members of the Teachers' Assembly.

ON Thursday, December 18th, MISS NINA G. WEBB, a teacher of Morehead City, N. C., was married to MR. CHARLES S. WALLACE, of that place.

PROFESSOR BOOKBINDER, an English musician now residing at Charlotte, N. C., and MISS ROBBIE ABERNETHY, a daughter of Rev. R. L. Abernethy, D. D., President of Rutherford College, were married at Dr. Abernethy's residence last Monday evening at 7 o'clock. The bride's father performed the ceremony. The bride is only about fifteen years of age.

To each of these happy couples who have united their life's prospects, THE TEACHER most cordially extends the benediction of our reputed patron Saint, Rip Van Winkle: "May you be happy, live long and prosper."

IN MEMORIAM.

Death hath made no breach
 In love and sympathy, in hope and trust.
 No outward sign or sound our ears can reach,
 But there's an inward, spiritual speech
 That greets us still, though mortal tongues be dust.
 It bids us do the work that they laid down—
 Take up the song where they broke off the strain;
 So, journeying till we reach the heavenly town,
 Where are laid up our treasure and our crown,
 And our lost, loved ones will be found again."

REV. J. T. HARRIS, Superintendent of Oxford Orphan Asylum, died in Durham, on Wednesday, November 19th. Mr. Harris was appointed to the superintendency of the Asylum by Grand Master Smith about the first of September of this year.

AT RECESS.

The books and slates now put away,
 And let us laugh a little while;
 For those who work there should be play,
 The leisure moments to beguile.

"PAPA, what made Latin a dead language?" "It was talked to death, my son."

IT IS SAID that when a Professor Wheat married a Miss Corn, over in Arkansas recently, the choir concluded the ceremony by singing, with full voice, "*What Shall the Harvest Be?*"

SCHOOL-BOY (repeating the list of punctuation marks)—Period, colon, semi—semi—(thinking).

School-girl (anxious to help, prompts with a whisper)—It begins with a C.

School-boy—Oh! yes; cemetery!

TEACHER, spare that boy
 Whose yells now fill the air;
 Of his home he is the joy—
 That is, when he isn't there.

SMALL BOY in a Vermont country school (holding up hand)—"What's B. C. hitched onter them dates in Greek history mean?" Teacher (a trifle confused)—"Well-er, Sammie, you see them old Greeks were queer kind of creeters, so whin they didn't know a date for sartin, they put B. C., 'bout correct,' arter the numbers."

WANTS TO MAKE THEM TO ORDER.—Teacher—"Give me the name of some quadruped—that is, an animal with four legs."

Tommy—"A dog."

Teacher—"Mention another."

Tommy—"A Junebug."

Teacher—"A Junebug has six legs."

Tommy—"What's the matter with pulling off two of them?"

TEACHER (to new pupil)—"What is your last name, my little man?"

New pupil—"Tommy."

Teacher—"What is your full name?"

New pupil—"Tommy Jones."

Teacher—"Then Jones is your last name."

Tommy—"No it isn't. When I was born my name was Jones, and they didn't give me the other for a month afterward."

A RAPID CURE.—"I feel sick this morning," said Johnny; "my stomach feels awful queer, and I don't feel able to go to school."

"Well, you needn't go," said his mother; "I will send for the doctor right away."

"For Dr. Brown?" asked Johnny.

"No; he is a homeopath; he will only give you those little sugar pellets. I shall get Dr. Williams, the allopath; he will give you enough of something to cure you."

"O, well, mother, I feel better now; where's my books? I guess I'll go to school," said Johnny.

HOW DEAR TO MY HEART is the school I attended,

And how I remember, so distant and dim,

That red-headed Bill, and the pin that I bended

And carefully put on the bench under him!

And how I recall the surprise of the master

When Bill gave a yell, and sprang up with the pin;

So high, that his bullet-head busted the plaster

Above, and the scholars all set up a grin.

That active boy, Billy, that high-leaping Billy!

That loud-shouting Billy that sat on the pin!

—*San Francisco News Letter.*

TEACHERS



WILL BE WANTING



Something New

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SPECIALLY SUITABLE FOR

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The assortment is too extensive, varied and changeable for us to catalogue; but we give personal attention to every order, however small, and believe that we can suit you exactly.

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RALEIGH, N. C.

THE NORTH CAROLINA TEACHER.

VOL. VIII. RALEIGH, JANUARY, 1891. No. 5.

EUGENE G. HARRELL, = = = = Editor.

[For The North Carolina Teacher.]

THE ARTIST TEACHER.

BY CHARLES R. THOMAS, JR., NEW BERN, N. C.

I saw a builder near a pile
Of massive blocks of polished stone,
Wherein a monarch ruled awhile
And sat upon a regal throne:
The monarch laid his sceptre by,
The kingdom passed and lost its name,
The throne was vacant, and a sigh
Was all that spoke of cherished fame:
The kingdom vanished and the palace fell,
The king and builder lost their names as well.

I saw a sculptor rift the rock,
And hew therefrom a mighty mass,
And slowly chisel out a block
That might all other work surpass:
He toiled with long and patient skill,
Until I saw the vision fair
Before his genius and his will
Spotless and perfect standing there.
The polished marble crumbled into dust,
Nor left the artist's name it kept in trust.

I saw a painter turn his eye
To heaven's blue dome, and radiant spheres,
To fleeting clouds and mountains high,
With promise of immortal years:
He touched the canvass and it glowed
With visions of enchanting dreams,
While glorious o'er the picture flowed
His soul's desire in rapturous streams.
The color faded, and the pencil lay
Still as the painter, who had passed away.

I saw a TEACHER building slow,
Day after day as passed the years,
And saw a *spirit* temple grow
With fear and hope and often tears—
A mystic palace of the soul,
Where reigned a *monarch* half-divine—
And love and light illumed the whole,
And made its hall with radiance shine.

I saw a TEACHER take a *child*,
Friendless, and weak, and all alone,
With tender years and passions wild,
And work as on a priceless throne;
Out of the rude and shapeless thing,
With love and toil and patient care,
I saw the blest ideal spring—
An image pure and passing fair.

Upon a *canvass ne'er to fade*
I saw him paint with matchless art,
Pictures that angels might have made,
Upon a young and tender heart;
And growing deeper for the years,
And flowing brighter for the day,
They ripened for the radiant spheres
Where beauty ne'er shall pass away.

North Carolina Teachers Abroad:

A SUMMER JAUNT

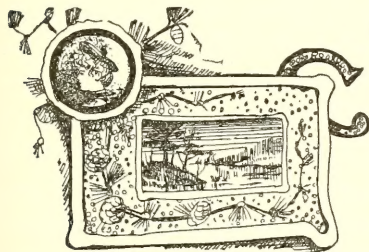
IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

CHAPTER XVI.

THE GREAT PAINTINGS AND MUSEUMS.

A COMMENDABLE ENGLISH PHILANTHROPY—THE NATIONAL ART GALLERY—PAINTING THE HUMAN FORM—SOME EXPENSIVE PICTURES—WONDERFUL "NANA"—THE BRITISH MUSEUM—CELEBRATED AUTOGRAPHS—CLEOPATRA'S MUMMY—THE "CONFEDERATE DOLLAR"—THE BLUE COATS' SCHOOL—PREPARATIONS FOR THE ROYAL WEDDING.



HAPERONS are so useful in a large party of travelers!

"The more I see of London," said Mrs. Pendleton, "the more noble things I find to admire in the great English people."

"What have you learned now, Chappie?" inquired the girls as they lovingly gathered around her.

Mrs. Pendleton was one of the chaperons of the party, and was most sincerely beloved by all "the children," and many of them had adopted the word "Chappie" as their pet name for her.

"London is a long way ahead of all the great cities in the United States," replied Mrs. Pendleton; "and one of the best things that the rich people are doing here is erecting a number of large, tasty and substantial buildings for homes for young women who are working for their own support. These buildings are called 'Residential Flats for Ladies,'

and they are quite picturesque in design, and are well planned for comfort. The floors are rented to the young women at a very low price, the owners desiring to realize but five per cent. on their outlay. Each flat has a kitchen of its own, but there is a general dining-room and a general kitchen for those who do not want to keep house, and the meals are better and cheaper than the single housekeeper can prepare. Each apartment has from two to four good size rooms, and the rent is from \$2.50 to \$6.00 per week. The young lady occupants are most delightfully situated, and are as free and untrammelled as if they were in their own houses."

"Why don't some of the rich philanthropists of New York or Brooklyn do something like this for its thousands of respectable working women?" said Miss Everett.

"Yes, why don't they?" was echoed many times throughout the party standing near, but no answer was ever returned.

It is very hard for us to acknowledge that any country is superior to America in anything, and we only do this after mental assurances that when our country shall have existed so many centuries as have those east of the Atlantic America will be in advance of them many times farther than they now appear in some things to be ahead of us.

Having satisfactorily settled this matter in our minds we set out for a visit to the National Gallery of Art, which is situated at the foot of The Strand, in Trafalgar Square.

The National Gallery is an immense building occupying one whole side of Trafalgar Square. It contains twenty-two large halls, which are filled with twelve hundred of the most beautiful and costly paintings of the old masters, and it is a perfect paradise for the lovers of art.

The paintings are classified and arranged according to the various schools which they represent, and as we enter the building we are confronted by elegant statues of three

distinguished painters—Sir David Wilkie, Mulready and Stothard. Then passing into the various halls, the eyes are charmed by the beauty and vastness of the display of pictures, which seems to extend in every direction as far as the sight can reach.

There are the choicest works of Landseer, Rosa Bonheur, Turner, Eastlake, Callcott, Wilkie, Smirke, Mulready, Hogarth, Stothard, Gainsborough, Lodovico, Caracci, Guido, Rosa, Raphael, Correggio, Giovanni, Titian, Angelo, Murillo, and hundreds of others of the world's famous masters of art.

These celebrated artists seem to have been specially fond of painting the unadorned "human form divine" in the highest possibilities of their skill, and there is a startling display of artistic conceptions of Cupid, Venus, Psyche, Adam, Eve, Hercules, The Graces, and many other nude celebrities. We doubt whether modest New York would exhibit such a collection of pictures to the public. In these foreign galleries no one seems to take notice of the predominance of the nude in art except possibly the American visitor. We don't know whether this is because we are in advance of our foreign neighbors or behind them in the cultivation of our artistic tastes.

In this extensive collection of rare and beautiful paintings our attention was perhaps most attracted by Raphael's "Holy Family," both on account of the exceeding loveliness and value of the picture. This celebrated painting was purchased at a cost of \$350,000, the largest price ever paid for a single picture, or \$250,000 more than Mr. Wanamaker gave for Munkacsy's "Christ before Pilate."

Nearly four hundred thousand people visit the National Gallery every year, and the admission is free four days in the week. A small charge is made on Friday and Saturday in order to keep away the large crowds, those days being

set apart specially for art students who throng the Gallery to study and copy the paintings.

The English people are noted for their love of the fine arts, and they offer unlimited facilities for the cultivation of this taste.

On the Strand, a few doors above Trafalgar Square, there is exhibited a single painting which is indeed a marvel of artistic skill. The price of admission is fifty cents. The picture is entitled "Nana," and "all London is wild over it."

This wonderful picture is shown in a room which is perfectly dark, the walls and ceiling being draped with black cloth. In the end of the room, which represents a corridor, is the painting—the lovely life-size form of "Nana" reclining upon the mossy bank of a brook, asleep. The figure is perfect in outline and feature, and the tints are most marvelously and beautifully blended in exquisite harmony of color and shade. The picture is lighted by a single soft ray of light from above, which is so skilfully adjusted as to bring the form into such relief that "Nana's" breast seems really to move with the slow and deep breathing of slumber. We dare not speak for fear we may awaken the lovely sleeper!

The attendant says, "Now stand a little to one side and look behind you." We do so, and upon a large mirror at the opposite end of the hall is the reflected image of the painting so natural and lifelike that we almost feel inclined to exclaim, "Why, Nana is awake!"

This remarkable painting cost its present owner \$92,000. It is said that it has an average of one thousand visitors daily.

After a refreshing lunch on The Strand, we made our way upon omnibusses to the British Museum, the largest and most valuable collection of curiosities in the world.

To give this vast Museum even a fair examination would require a daily visit for six months. The person who spends even two hours there will have acquired material for a lifetime of thought.

The Museum is arranged in seven sections, and each of these is under a special keeper who is thoroughly informed as to the contents of his section. These departments comprise Printed Books, Manuscripts, Prints and Drawings, Oriental Antiquities, British and Mediæval Antiquities, and Ethnography, Greek and Roman Antiquities, and Coins and Medals.

Among the manuscripts we noticed the autographs of Luther, Calvin, Melancthon, Cranmer, Walter Raleigh, Wolsey, Lord Clarendon, one of the Lords Proprietors of North Carolina; Isaac Newton, William Penn, Gallileo, Voltaire, Victoria at four years of age, all the kings and queens of England, and hundreds of other distinguished people. There is also the oldest manuscript of the books of the Bible, dating in the fourth century A. D., and the earliest printed Bible, for which \$17,000 was paid.

An entire hall is filled with Roman antiquities, sculpture, statuary, busts and mosaics which were found in England. Four other halls contain Roman sculpture executed in Italy. In the Nimroud Hall are sculptures from Nineveh, found nearly a thousand years before Christ. The Egyptian Hall contains antiquities dating from the fourth dynasty, 3000 B. C.

Having reached the third Egyptian Hall, we seated ourselves for a short rest. This could scarcely be considered a most desirable place for a rest, as the whole hall is filled with mummies and mummy cases. As we rest we look about us upon the hundreds of what were once human beings like ourselves. They now lie here on their tables, stiff and shrivelled, having been resting for three thousand

years snugly wrapped by the embalming bands of a long-lost Egyptian art.

The mummies comprise all ages and classes of people, from the baby of three years to the Egyptian monarch. We read the labels hoping to find a familiar name, and our search was soon rewarded with success.

"Look here!" exclaimed Miss Anna Lewis, in astonishment. "Here is the mummy case of Cleopatra! It is open, and here lying by it is the actual body of the great Egyptian queen! Isn't it wonderful?"

"It is, indeed!" we said, as we stood around the veritable mummy of the famous queen whose beauty so charmed and bewitched the devoted Antony.

It is hard to realize this as we look into the face of the queen, upon which the skin has shrunk and shrivelled to the bone, and whose color is about the same as that of very dingy leather. The face, hands, feet, and a portion of the breast of Cleopatra are uncovered. We took hold of her fingers and her toes, and tried to bring home her little toe as a souvenir of remembrance and friendship, but it would not be broken off, and the guard would not permit us to amputate it for this purpose. We would have been content with a small portion of the mummified adder which caused her death, but it had not been preserved.

Cleopatra, in life, was but fifty-four inches tall, or about the height of the shoulders of an average woman. Her mummy looks like a child about twelve years of age. Her feet and hands are unusually small and tapering.

We wonder if, four thousand years hence, some enterprising Yankee will resurrect the bodies of Washington and the hatchet, Grant and the cigar, Lincoln, Franklin and the kite, John Brown, Harrison and "grand-father's hat," and other distinguished individuals, and ornament tables with their bodies in a New York museum to interest the

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SUPPLEMENT.

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EUGENE G. HARRELL,	- - - -	Editor.

THE "NORTH CAROLINA NORMAL AND INDUSTRIAL SCHOOL FOR YOUNG WOMEN.

The earnest, patient, systematic and persistent efforts of The North Carolina Teachers' Assembly in behalf of the young women of our State, are at last crowned with most gratifying success.

The second session of the Assembly, six years ago at Black Mountain, made the first movement towards securing the establishment of a State Normal and Training School for young women who were preparing to teach the children of North Carolina. Since that time the Teachers' Assembly has persistently worked for the school.

At each succeeding session the matter has been discussed by our most eloquent and able teachers, the Assembly has each time unanimously voted for the Training School, and appointed a committee to present the matter to the Legislature and ask for the establishment of the school.

The Teachers' Assembly Committee prepared a memorial and a bill for the Legislature of 1888, and each member of the committee worked most zealously to secure the passage of the bill. Upon a vote, however, the bill failed to pass the House of Representatives by a small majority, although it had passed the Senate with only slight opposition.

Even in the face of apparent failure, the Assembly was not discouraged, knowing that in time a cause so clearly

right and just was sure to succeed. The session at Morehead City, in 1890, again considered the matter most earnestly, and again unanimously voted that the women must have the training School.

The committee was again appointed, comprising Mr. Chas. D. McIver, President of the Assembly; Eugene G. Harrell, Secretary; and Mr. E. A. Alderman, with instructions to present the Training School matter to the Legislature of 1890. Mr. McIver was specially requested to address the Legislature upon this most important subject, if necessary. Our committee has been actively and zealously at work. The joint Committee on Education has been addressed upon the great necessity of the Training School, and each member of the Legislature has been personally informed in the matter, and asked to give his support to the cause. The name of the proposed institution was changed to "Normal and Industrial School for Young Women" to meet more generally the views of the people.

A bill was carefully prepared by our committee for the establishment of the school, and just as THE TEACHER comes from press that bill is passed by the Legislature. At last the persistent work of the Teachers' Assembly is accomplished, and the "Normal and Industrial School for Young Women" is established, to become one of the most successful institutions of the State.

This school is the best endowed educational institution in North Carolina. The State appropriates annually \$14,000, and the Peabody fund, through the liberality of Dr. Curry, its agent, contributes \$6,000 each year; this makes an income of \$20,000 annually, representing six per cent. interest upon an endowment fund of \$333,000! The success of the school is absolutely assured.

We will give our readers the main provisions of our "Normal and Industrial School" bill in next number of THE TEACHER.

thousands of inquisitive tourists who will visit America daily from abroad via balloons, bridges, air-ships and pneumatic tunnels across the Atlantic and Pacific oceans!

In the department of coins and medals we found a silver dollar coined at Richmond, Va., by the Confederate States of America in 1862. There are but two of these coins known to be in existence. The English government paid \$1,000 for the one in the British Museum, and a larger price has been since offered for that memorable dollar. What a long train of memories come to us as we look upon this valuable relic of a cause which, though forever lost, having been drowned in a sea of Southern blood, is yet, and will ever be, exceedingly dear to the children of the South!

Returning to our hotel we pass down Cheapside, a lively street, from which the famous John Gilpin started on his noted ride. We then emerge into Holborn Viaduct, a short street which is built up high across a deep depression in the city, at one end of which is the old Church of St. Sepulchre where Captain John Smith is buried, whose grave would have been in Virginia but for the kindly and timely intervention of Pocahontas. At the other end of Holborn street stands the famous Newgate Prison, which confined in its dismal cells the guilty and innocent alike. Among its noted prisoners were Jack Sheppard, the highwayman; Daniel Defoe, the author of "Robinson Crusoe," and William Penn, the Quaker pioneer.

On our route we made a visit to one of the most famous of English schools. This institution is on Newgate street, quite near to our hotel. In London it is known as Christ's Hospital, though it is more familiar to us as the "Blue Coats' School." It was founded by Edward VI for twelve hundred boys, and it has an annual income of \$300,000, about one-half as much as the annual fund for the public schools of North Carolina!

The boys who attend this school are not paupers by any means, but they are the sons of noblemen and well-to-do merchants. No boy is admitted whose parents have an income less than \$1,500 per year.

The original costume, as adopted by the founder, is still retained. It is an ugly and inconvenient dress, consisting of a long blue gown, knee-breeches, yellow stockings, low shoes with large buckles. No covering is worn on the head even in winter! The boys are admitted between the ages of seven and nine, and their education, which is chiefly commercial, is completed at the age of fifteen.

Among the "Blue Coat Boys" of the past were Samuel Taylor Coleridge, Charles Lamb, William Camden and Samuel Richardson.

On certain holidays of the year the pupils of the mathematical class, established by Charles II in 1672, are presented at Court, and to the Lord Mayor. These receptions are grand occasions, and are attended by thousands of the gentry and nobility of England.

All of London is greatly interested in the marriage in the royal family which is to occur to-morrow. Great and magnificent preparations for the wedding are being made at Court, and it is expected that it will be the most gorgeous affair which has been witnessed in England in many years. The North Carolina teachers expect to see as much of this performance as any of the citizens of London.

TEACHING READING.

BY PROF. JOSEPH M'MULLAN, SHEPHERDSTOWN, W. VA.

In our effort to teach the young, we lose sight of the fact that much of the learning of their earlier years must necessarily be arbitrary. The facility with which they acquire knowledge without seeming to be guided by any fixed rule

or method is wonderful. Children can be taught to recognize words, the sight and name of which are familiar to them, just as they would pick out familiar faces in a crowd, but this is not teaching them to read.

Much has been said and written on the Alphabetic, Phonetic and Word methods of teaching reading, but are not these terms misnomers? Do not the writers on this subject mistake the real object of their teaching and mislead young teachers? Is not the sole aim of all these methods *to teach the child the letters of the alphabet* and "not how to read?" Did any one ever teach a child to read that had not first learned its letters? A child may learn to call readily by sight the words cat, dog, mat, rat, etc., but this will not enable it to read a sentence that does not contain any of these familiar words. Yet this seems to be the theory and teaching of the books on this subject.

Let the teacher bear in mind, while he is using the several methods, that his object is *to teach the child its letters* and all difficulty in the use of methods disappears. He will find that the Alphabetic method will be the best for some pupils and the Word method for others, while the Phonetic method will make stammerers of his pupils unless great caution is used.

We have taken for granted that the reader knows what each of these methods is, and that the teacher will exercise his judgment as to which is the best after a trial has been made.—*Southern Educator*.

[They are all rapidly falling into line with the opinion always held by THE NORTH CAROLINA TEACHER concerning the injury which is being inflicted upon the children under the cloak of "Word Method" and "Phonetic Method." The "Phonetic Method" is by far the more injurious and senseless of the two, and if a child has the slightest use for this educational monstrosity in the school-

room, it certainly is utterly useless to the child when it closes the school-house door behind it and goes out among its playmates and the world.—EDITOR.]

OLD METHODS ARE NOT ALL BAD.

There is quite a general complaint among teachers, principals and superintendents that pupils in the higher grades are not able to read with ease and expression, they have so little mastery over words that an exercise in reading becomes a laborious effort at word calling.

Pupils read, usually, very well through the first three readers, according to our present standard of reading in these grades. But the trouble begins in the fourth reader, and by the time the class is in the fifth, the reading recitation is torture to the teacher, and a hateful task to the pupil. There can be no good reading without the ability to call words readily, and it may be well to consider whether the methods of teaching primary reading, and which seem productive of such good results in the primary grades, are not at fault in preparing the pupil for the advanced reading.

We are inclined to think the inability of pupils in the higher grades to call words is the legitimate outgrowth of the teaching of the Word method. By this method the word is presented to the child as a whole, and the teacher either tells the child the word, or by skilful questioning leads him to use the word.

Later, when phonics have been introduced, the teacher writes the new and difficult words on the blackboard and marks them. The general results of these methods on the mind of the pupil are about the same. He soon learns to think he can do nothing with a new word without the help of the teacher in some way. While he should be learning

independence in making out his words, he has learned dependence, and his dependence increases with the increase of difficulties.

We are wont to laugh at the old-fashioned teacher, who, when his pupil halted at a word, said "Spell it." But it is worth while to consider whether the oft repeated command of "Spell it" did not beget more power over new words than some of our vaunted later methods. It at least taught a child to make an attack upon a new word, and any method that teaches a child to try has some merit in it. If in our haste to teach children to read in primary readers we are sacrificing their ability to read in the higher grades of reading, we would better call a halt and sacrifice the lower grades of reading in the interests of the higher.

In a recent article Superintendent Greenwood says: "Is it not a fact that if children be put at first to spelling words and speaking them distinctly, and that they be kept at it for a half year or year, they will make double the progress in their first, second and third readers? It is worth considering at any rate."

Perhaps the craze that swept through the schools a few years ago, that taught that everything in school should be made so pleasant that the child should find nothing but one unalloyed round of pleasure in the school-room, is responsible for the elimination of that drudgery necessary in teaching the spelling and syllabication of words in such a thorough way as to enable the child to read with some degree of ease in a fourth reader. We are of the opinion that, if a child has not learned how to get at the pronunciation of words by the time he has finished the third reader, the chances are very much against his becoming a reader, or of his taking much pleasure in reading.—*Central School Journal (Iowa)*.

[These are thoughtful words and should commend themselves to the careful attention of every teacher.—EDITOR.]

EVOLUTION OF A "METHOD."

THE EDITOR'S NEW YEAR DREAM.

The bright rays of the noonday sun beamed through the open door and curtainless windows of the district school-house, which sat like a lonely literary sentinel on the brow of a hill in the southern portion of one of the most prosperous counties in North Carolina.

It was one of those warm, tiresome days in the early spring when even the air and sunshine appear to be full of laziness; when studying is exceedingly hard work, and teaching is still harder. The changing of the winter season into balmy spring so affects and exhausts our physical nature that even the brightest pupils seem to be stupid, while the habitually dull ones now appear but slightly removed from idiocy.

The sun was high in the heavens, almost on the meridian, and the three score boys and girls were eager to hear the signal for noon dismissal so that they might rush out into the open air and idly rest under the friendly shade of the ancient oaks which sheltered the hill.

For the past fifteen minutes we had been endeavoring to teach the alphabet to a little six-year-old tot who had worn out three "blue-back spellers" in her efforts to memorize that famous pile of bricks on which our language is built. She had succeeded in fixing the letters in her mind as far down the column as "W," and was now, under the inspiration of a "bran new book," struggling to get unmistakably and familiarly acquainted with the three remaining letters of the alphabet.

The wheezy eight-day clock on the wall lazily struck twelve and we dismissed the school for an hour.

An increased vitality seemed to have suddenly returned to every boy and girl; a noisy rush for the doors startled

even the birds which were nodding among the trees, and the teacher was alone in the school-room meditating upon the great difficulty that every child encounters in memorizing the twenty-six letters of the alphabet which comprise the first steps of the journey up the hill of knowledge.

"Is there no shorter and easier road to knowledge," we mentally inquired, "than over these twenty-six rugged stumbling blocks? 'Tis true that all the great scholars of the world have successfully traveled the route, but surely some of the self-constituted Solons of the age ought to have invented a shorter educational cut for the present generation of children."

We had been so deeply in thought that we failed to notice the entrance of a stranger into the school-room. The visitor was a woman. She was tall and lank, and dressed in the most reckless plainness. Her hair was brushed straight up from her forehead, thus sacrificing every vestige of a "bang." Her keen steel-gray eyes flashed through a pair of gold-rimmed eye-glasses, which affectionately clasped the bridge of her nose as if they had grown there.

She looked like a woman from Boston.

Without waiting to introduce herself or explain the suddenness of her visit, she opened the campaign by saying in that dogmatic tone of voice so familiar to those who have ever encountered an educational missionary:

"I have seen your struggles in trying to teach the alphabet to these little children." In our astonishment we nodded our admission that it was a true bill.

"And," she vigorously continued, "I am here to bring you a better plan. You must dispense entirely with the alphabet as a separate organization, and teach only words in their entirety. It is known in Boston and Chicago as 'The Word Method.'" And she rapidly gave us a full explanation of this method and the manner of using it. She closed her remarks by intimating that ere long the

"Word Method" would be superseded by a newer scheme to be known as the "Sentence Method."

We had by this time recovered sufficient breath to suggest that in using the "Word Method" the alphabet was of course useless. Then why did the student of Greek or German first carefully memorize the form, order and power of the foreign alphabets before he attempted to proceed any farther with those languages? If the "Word Method" was just the thing for learning English why is it not used in the study of other languages? The English language is the same as Greek to the child who is just beginning to learn it. If it is necessary to carefully separate the Greek word into its different parts or letters in teaching it, then why is it not also necessary with the English word?

Our mysterious visitor, upon hearing our objections to her new method, became highly indignant and denounced us as an enemy to the public schools and unworthy to "sit in the seat" of the teacher. "You are a pusillanimous fossil—you are an antiquated mummy—you have no interest in the dear little children and should not be allowed to try to teach them," she observed most emphatically, and left the room as suddenly as she had entered, even before we had time to apologize for our offensive barbarism of manner in daring to examine a new method before adopting it.

But we felt sorry that we had even suggested a difficulty, and by way of amends we determined to at once adopt this "Word Method" for use in all our future teaching of beginners. We longed to tell our visitor this, but she had forgotten to leave her address and name more definitely than simply "Boston."

Eager to begin the new method we called in the children ten minutes before the hour expired.

As soon as the school was seated and quiet we called up the little six-year-old girl, and with the flourish of a mighty conqueror we wrote on the blackboard, "I see a hat."

Turning to the child we asked, "What is that I have written?"

"I don't know, sir," she replied in her alarm as to what was coming next.

Now came the time to evolve. I held up my hat and asked her to tell me what she saw. "A hat," she answered.

"That is right," I joyfully and proudly exclaimed. "Now tell it to me as if you saw it for the first time and I did not see it."

By much talking and a great deal of hard work we persuaded the little girl to finally say, "I see a hat," and in our delirium of delight we immediately wished for other worlds to conquer.

We then pointed out each word separately on the board until the child knew them by sight, and we rejoiced exceedingly in our success.

The new "Word Method" worked wonders in that school. In a short while the child had gone far beyond "She fed the old hen!" and was reading in the first reader. 'Tis true she did not know the alphabet in order, nor did she understand why one letter was in a word instead of any other letter; and she could not build the simplest word, but, like a parrot, she had the words in memory and knew them when she saw the whole word even if the separate parts of it were total strangers to her.

When we carefully examined into the results of our "Word Method" we did not know precisely whether we could call it success or not. We had certainly taught something, but how long this machinery of cramming a child with words was to continue we were at a loss to say, and we wished for another visit from the mysterious stranger to give us further advice.

Some months after this we remained in the school-room one day at recess pondering upon these things, and there

came across the doorway a shadow of a person entering. To our great surprise and delight there stood our visitor of the former occasion. We sprang from the seat quickly to tell her that her presence was gladly welcomed because we wanted to tell her that we had been faithfully at work with the "Word Method" from the day that she had introduced it to us.

"We are now in greater trouble," we explained, "than we before experienced with the Alphabetic Method. Our children, under the operations of the new method, do not seem to know anything except what they have swallowed mechanically. They can call the words which have been taught to them one by one, but they are sadly deficient in spelling, and they know so little of the power of the separate letters (which those acquired who had been taught upon the alphabetic principle) that we find it impossible to teach them to spell correctly. They scarcely know the order of the alphabet sufficiently to find words in a dictionary."

"Now what shall I do next with these children," we inquired of the visitor with anxiety.

"Do?" she almost screamed. "Why do nothing at all with the 'Word Method' any longer, for it has been abolished from all the Boston schools many months ago."

"And have they really returned to the Alphabet Method?" we inquired in enthusiasm of joy. "Or perhaps they are using the 'Sentence Method,'" we suggested, remembering her prophecy at the former interview.

"No! nothing of the kind," she quickly replied with a disdainful toss of her head which almost dislodged the single curl of her hair that was adhering to her broad forehead. "Boston never goes backward in educational matters!" and a tragic swing of her arm accompanied this profound statement.

"Then what under the sun have they invented now to take the place of their favorite hobby—the 'Word Method'?" we ventured to ask.

"It is the 'Sign Method,'" proudly she answered. "The greatest thing on earth it is, too," she continued. "No single letters to vex a child as in the Alphabetic Method; no arbitrary combination of letters to mystify as in the 'Word Method'—but, oh, it is *so* easy. Just a little application of the memory and the child is quickly taught to read. Ah, Boston is proud of this evolution of the 'Word Method' which she has wrought out."

We looked at the woman to see if she was really in her right mind. She seemed to be. We then asked her to please tell us what she was talking about. "The 'Sign Method'! What is that?" we asked.

"The 'Sign Method'," she explained, "is the new scheme by which all future children are to be taught to read. The old method of teaching was to use the letters of the alphabet as the elements of words, and then words as the signs of ideas. The system was too much complicated. Then the 'Word Method' was adopted, making a combination of letters the basis of teaching ideas without separating the word into its separate parts or elements. It has now been decided by the advanced thinkers in education that as an arbitrary word is the representative of an idea, it is immaterial what elements compose the word except that they be as simple as possible. Hence the development of this marvelous 'Sign Method.' The alphabet and the words are all abolished, and instead of *many* signs (letters), as in a word, being the representation of ideas we have fixed upon only *one* sign to represent an idea. A child has simply to memorize a few thousand of these signs and it has a good vocabulary."

"Ah, indeed!" we hesitatingly interjected.

"Yes, indeed!" she continued. "Isn't it a grand scheme? See!" and she took the chalk in her hand and stepped to the blackboard. "C-a-t," she wrote. "This is the 'Word Method'—three signs to represent the word or idea—too many. The 'Sign Method' has but one sign for this word; here it is, I; it means cat just as well as c-a-t. Isn't it simple?—isn't it beautiful?"

"And, again," she went on writing, "L, dog; T, woman; \perp , man; Λ , educational; X, incomprehensibility; VO, North Carolina; VO T, NORTH CAROLINA TEACHER; $U \times C I = Z \cap L$, I saw a cat run after the dog;—so much easier this is!"

"Yes," we suggested, "so much easier; but it is hardly probable that any dog ever permitted a cat to run after him."

"Oh, no!" she said, and disgust tilted her pug-shaped little proboscis skyward. "I mean the *signs* are so easy. 'Tis true that in the 'Word Method' a child never thoroughly learns the fundamental elements of our language, and consequently never becomes a good speller or good reader, but all this difficulty is removed in this new scheme. Take the word 'incompatibility' for example; here are fifteen signs combined in this word, and a child must not only memorize the separate elements, but must also remember the order in which they are combined, or else the word will be misspelled. No such trouble with the 'Sign Method'—simply remember Π and you have the word 'incompatibility.' See! how nice!"

"Yes, how nice!" we assented.

"There is a distinct sign for each of the eight thousand words of the practical English vocabulary," she continued. "A child will much quicker learn that this single sign, I, means 'cat' than it will memorize these three signs, c-a-t, and both express the same idea. It only seems strange now," she noticed our bewilderment, "because you are not

accustomed to it—so it was with the ‘Word Method’ at first.”

“Perhaps so!” We didn’t know what else to say just here.

“How about proper names?” we made bold to inquire.

“Perfectly simple,” she quickly answered. “Proper names will be represented by pictures of objects. A picture of a hatchet is the sign for Mr. ‘Cutter’; an anvil for ‘Smith’; a whip for ‘Skoolkill’; a grain of corn for ‘Guzzler,’ and so on. The child learns to draw these objects much easier and quicker than it will learn to properly write the names in the letters of the alphabet.

It is much easier to teach a child to draw this sign,”



and she handled the chalk as quick as a flash of lightning, “than to draw these six signs, C-u-t-t-e-r.”

“Isn’t it also more interesting?”

“Decidedly,” we replied.

“Of course it is;” and she emphasized her statement by a stamp of her foot on the floor. “In words expressed by letters mistakes very often occur even with those who are good spellers. There is such a slight shade of difference in many of the letters. Many people have a habit of writing ‘e’ and ‘i’ alike, ‘rr’ and ‘w’ the same, also ‘u’ and ‘n’, ‘l’ and ‘t’, ‘h’ and ‘k’, ‘y’ and ‘g’, ‘I’ and ‘J’, and so on. All this confusion is avoided when we use a *separate and single distinct sign* for each word of our language—and such a saving there is of time, ink, paper and patience!”

“It is truly wonderful,” we acknowledged.

“Yes, indeed, it is wonderful,” she exclaimed. “And all this improvement in the method of teaching is simply the evolution of a system. First we had the old and long since exploded ‘Alphabet Method’, then the newer and vastly superior ‘Word Method’, and later the ‘Sentence Method’; and from this, in its course to perfection, we have evolved

the new and perfect Sign Method. No other method is now used in Boston. Try it. Bye, bye."

She was gone.

We sat like a man truly bewildered for awhile as we meditated upon these strange things that we had just seen and heard from this educational missionary. It was not long, however, before our senses returned.

"Well, well!" we soliloquized. "And has it come to this! The 'Word Method', which seemed to have some merit, has now, under the manipulations of the 'educator,' been evolved into this new 'Sign Method'. But I am not much surprised after all. Nothing else could have been expected from the craze in the 'Word Method' and the extravagant use of objects to represent everything in teaching. The 'Sign Method' is truly but a most natural and reasonable result of so much fanatical object-teaching, and it is only a continuation of the shoe-pegs, splints, peas, sand-moulding, word method, slojd, &c., carried to extreme limits, or to its *perfection*, as the woman from Boston said. We will have nothing further to do with any such nonsense or with any method which is likely to lead to any such absurd educational work. We will go back to the method which has educated all the intelligent people of our country, and has never produced anything but satisfactory results in the hands of a real teacher. As for this so-called 'Word Method' and its twin sister or child, the 'Sign Method', we will have nothing to do with them. No, sir! No!!"

And in emphasising our edict of repudiation we brought our fist down upon the desk with a crash, and—

"What a strange dream that was," we exclaimed upon rubbing the sleep out of our eyes from which we had just awakened. But a horrible thought lingers with us to this day—it might have been true! It may yet be true!!

MEETING OF COUNTY SUPERINTENDENTS.

Upon a call from Hon. S. M. Finger, State Superintendent of Public Instruction, for a meeting of County Superintendents, there assembled in Raleigh on Friday, December 26th, the following Superintendents: Davie E. Tayloe, Bertie; C. B. Way, Buncombe; J. A. Gilmer, Burke; J. A. Antony, Cleveland; G. W. Hill, Columbus; V. L. Pitts, Currituck; P. L. Ledford, Davidson; W. G. Vickers, Durham; F. S. Wilkinson, Edgecombe; A. D. Kestler, Iredell; M. McG. Shields, Moore; James F. Brinson, Pamlico; J. W. Tillett, Person; W. N. McIver, Richmond; E. P. Ellington, Rockingham; Isham Royall, Sampson; L. B. Crocker, Vance; W. G. Clements, Wake; W. S. Barnes, Wilson; J. H. Allen, Yadkin. This is a fine representative body of our county school officers.

The sessions were held in Maj. Finger's office, and they represented work from 10 o'clock A. M. until 11.30 P. M.; three sessions each day. It was a busy meeting.

Superintendent Isham Royall, of Sampson, was chosen Chairman, and Rev. Frank M. Royall, of Wake Forest, served as Secretary.

A number of resolutions were adopted, asking the Legislature for certain changes in the school law, and among the most important were the following:

1. Double the present rate of taxation on real property for free schools.
2. Compel every child in North Carolina to attend some school for at least four months each year from its tenth to eighteenth year of age.
3. Require the State Superintendent to furnish all questions for the uniform examination of teachers by County Superintendents.

4. County Boards of Education to set aside a sufficient sum from the school fund before the apportionment to aid in building school-houses.

5. That the General Assembly establish a Training School for white teachers of North Carolina.

6. That a committee, comprising Superintendents Clements, Gilmer, Brinson and Barnes, be requested to prepare a programme for "County Superintendents' Day" at the session of the Teachers' Assembly at Morehead City in June, 1891.

These suggestions are most timely and important to our public school interests, and we hope that the General Assembly will listen favorably to the requests of intelligent men who give our public school affairs their careful and constant attention and study.

North Carolina is very proud of her corps of zealous County Superintendents, and the State is looking to them in a large measure for the improvement of her free schools in all points of detail.

OUR CITY SUPERINTENDENTS IN COUNCIL.

The Superintendents of city public schools in North Carolina, as is their custom during the Christmas holidays, met in Raleigh in the Centennial Graded School building on December 26th and 27th, 1890.

In the absence of the President, Mr. E. P. Moses, who was spending the holidays with his family in Tennessee, Mr. E. W. Kenneday, of Durham, was chosen to preside.

THE TEACHER has not yet received an official report of the meeting, but we learn that the session comprised interesting addresses and lectures from Superintendents Noble,

Kenneday, Hughes, Joyner and Graham; also by Major Finger, Mr. Chas. D. McIver and Mr. E. A. Alderman.

The officers elected for the ensuing year are: Mr. E. W. Kenneday, of Durham, President; Mr. J. Y. Joyner, of Goldsboro, Vice-President; Mr. E. L. Hughes, of Reidsville, Secretary.

The next meeting will be held in Charlotte, time to be designated by the President.

ABOUT FRESH AIR AND EXERCISE.

There is greater need to look carefully after the proper ventilation of your school-room during these cold days of winter than at any other time of the year. A red-hot stove, tight windows and doors and a school of thirty or more children will soon have a room full of impure air.

At least once during the morning session of your school the air in the room should be thoroughly changed. To do this without having anybody to take cold proceed as follows: Tap the bell on your desk and have the whole school to stand up; direct some one to open all the windows for fresh air; lead the entire school for five minutes in some simple calisthenic motions, requiring each pupil to follow you with spirit and animation; then you have a room full of pure, fresh air and a school aroused to new energy by the brief and exhilarating exercise. Try this.

HAVE YOU attended the meeting of our County Association lately?

IN THE SCHOOL-ROOM.

TOO MUCH DEVELOPING.

Some of the efforts made by teachers to develop the name of an object from the thing itself seem to be about as logical, sensible, and altogether as frantic as the effort of the young logician to show the identity between a fish-pie and a pigeon, by the following sorites: A fish-pie is an eel-pie; an eel-pie is a jack-pie; a jack-pie is a John-pie; and a John-pie is a pie-john (pigeon). Therefore,—

Why not give the child the word he needs to express his idea rather than go through what is too often a mere development twaddle?—*Educational News.*

LEND A HAND.

The wail of sorrow-saddened hearts
Forbids our standing still;
So, if you cannot lend a hand,
Make room for those who will.

—*Wm. Brewster.*

DON'T BE TOO STRICT.

“We can pin boys down on benches, we can restrain them from restlessness, we can coerce them to walk sedately, we can withhold their hands from exploration and mischief,

and their whole bodies from rollicking activity; and in doing so we are modifying the development of their brains."

This is the opinion of a great medical authority, and should, together with the weight of evidence from other sources, accomplish some reform in the present treatment of boys in school, and girls as well. Courses of study are too little diversified and appeal to the intellect for too long a time at once. The eye and the ear have too prominent a place in education, and all spontaneity of action is wrongfully repressed. Physical exercise at proper periods and change from mental to manual work and *vice versa*, as occasion may require, are elements of growth that are sadly neglected by teachers.—*The Teacher* (N. Y.)

ROLLING THE "R."

"Why don't you protest against the ridiculous habit that is taught in the public schools of rolling the 'r' in pronouncing the English language?" is an inquiry that comes to me from a young business man who is the father of a growing family. He states his case so well in the rest of his letter that I quote it:

"My little ones come home from school and tell me that they are taught to say r-r-rang, hor-r-rse, br-r-rave, and so on, for rang, horse and brave. It takes patient work on my part to undo what these faulty instructors are bent on doing. The rolling of 'r's' is a provincialism. It is destructive of the euphony of the English language as spoken by men and women of intelligence. It is the product of apishness and affectation, not of sound sense or reason.

"The innovation is without rhyme or reason, and parents who want their children to speak pure English should kick vigorously against such teaching. It is an evil corruption of language which should be stamped out before it becomes rooted in the educational system."—*Exchange*.

PEACE INSTITUTE,

RALEIGH, N. C., Dec. 11, 1890.

EDITOR NORTH CAROLINA TEACHER.

DEAR SIR: I should be pleased to have the opinions of some of our teachers as to what a fraction is. I wish an answer to the following questions:

1. What is a fraction?
2. What is a denominator?
3. What is a numerator?

I must confess that I have never yet found an arithmetic which has given definitions of these terms which will hold, or even a logical account of what they are in general.

Try these books on the following fractions:

$\frac{1}{1/2}$	$\frac{1}{1/3}$	$\frac{1}{1}$	$\frac{1}{2}$	$\frac{1}{3}$
$2\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$
$\frac{1/3}{1/3}$	$\frac{1/2}{1/3}$	$\frac{1}{1/3}$	$\frac{2}{1/3}$	$\frac{3}{1/3}$
$\frac{1/3}{1/3}$	$\frac{1/2}{1/3}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{3}{3}$
$2\frac{1}{2}$	$2\frac{1}{3}$	$2\frac{1}{2}$	$2\frac{1}{2}$	$2\frac{1}{2}$
$\frac{4}{5}$	$3\frac{1}{2}$	1	2	3

Very truly yours, &c.,

JAS. DINWIDDIE.

IF I WERE YOU.

What would I do if I were you?

First thing I'd make a rule
To put my hat and boots in place
When I came home from school.

What would I do if I were you?

I wouldn't pout and cry
Because I couldn't have my way
About a piece of pie.

What would I do if I were you?

I'd speak a pleasant word
To this and that one in the house,
And not be sour as curd.

And when a body asked my help,

I'd try to do a favor,
So that it should not always have
A disobliging flavor.

If I were you, my little friend,

I'd try to be so good,
That my example, all around
Might follow if they would.

I'd go to Jesus now, and give

To him my naughty heart;
Ask him to make it new and pure,
And his own love impart.

Then 'twill be easy to obey

His law and parents' rule;
And you'll be happy, too, as good,
At home, or play, or school.

—*Exchange.*

DEPARTMENT OF LITERATURE.

EDITED BY MISS LIZZIE BELLAMY, RALEIGH, N. C.

Contributions to this department are invited from all female teachers.

IMAGINATION IN EDUCATION.

The mind works by the creation of images. Things abstract are dull because their images, if any, are shadowy. The mind loves form—something it can touch and feel and see. All things in Nature are in some way related, though sometimes in a hidden way. The mind is natural and lives upon natural things. Reasoning from what it knows to what is unknown it gropes its way by comparison. Holding up the images of things actual it discovers their relation.

New truths are born in the mind from contact or comparison of different forms of life. Minds imaginative are said to be dull. Strong imagination is called genius.

Teaching is merely calculating the imagination. In the mind of every one this faculty is more or less developed. Certain classes of objects appeal in a lively manner to the minds of some while in others they awake no thought—are but dead images.

A true teacher must find the class of images which have made impression on the mind of a pupil and work his truth into him through them. He cannot make any new door to the mind. Its natural avenues are already put there. It will find what it can assimilate in Nature, and it can never learn well what it does not love.

The effectual orator or preacher brings his arguments home to the minds of his hearers, by familiar illustrations makes his truth related to the images already formed. To the sailor he talks of the sea; the sailor knows the sea. To the woodman he speaks of trees; a thousand images of trees and woods are lying ready for use in the woodman's mind. You can best excite his fancy with what he best knows.

All truth is related, and you must show the relation of the truths you would teach to the truths he knows, else the learner will not recognize them.

The real secret of the success of great evangelists as teachers is their great love for their hearers. Being interested in them they study them and their interests. They soon learn something in common and so become related. Their hearts being in the work they soon learn both the work and the worker. Then he becomes interesting. Interest begets interest; love begets love.

Nobody ought to pretend to teach children who does not love them and feel an actual living interest in their concerns.

C. L. S. C.

(CONTRIBUTED.)

These four letters wish to be introduced to all who are not already acquainted with the "Chautauqua Literary and Scientific Circle." They claim friendship with everybody, because the organization they represent aims "to encourage people to *read* helpful and instructive books, and to stimulate these readers as far as possible to become careful and thorough students."

The ambitious have been offered this opportunity to obtain information and to develop their ability to think since 1878, when the C. L. S. C. was founded by the Rev. John H. Vincent.

During the twelve years of its existence thousands of men and women in all parts of the world have been "lifted up" through the influence of the required readings. The readings for 1890-'91 are on English History, English Composition, Astronomy, Geology, Pedagogy; readings from French Literature, Social Questions and Religious Literature. There are also a number of special courses.

One Circle of eight North Carolina teachers is receiving so much benefit from its systematic reading that it most heartily recommends this method of self-culture.

Further information concerning the Chautauqua Literary and Scientific Circle may be obtained by writing to John H. Vincent, D. D., drawer 194, Buffalo, N. Y. E. R.

TO THOSE WHO FAIL.

BY NELLIE BARLOW.

Courage, brave heart; nor in thy purpose falter;
Go on, and win the fight at any cost.
Though sick and weary after heavy conflict,
Rejoice to know the battle is not lost.

The field is open still to those brave spirits
Who nobly struggle till the strife is done,
Through sun and storm with courage all undaunted,
Working and waiting till the battle's won.

The fairest pearls are found in deepest waters,
 The brightest jewels in the darkest mine;
 And through the very blackest hour of midnight
 The star of Hope doth ever brightly shine.

Press on ! Press on ! the path is steep and rugged,
 And storm-clouds almost hide Hope's light from view;
 But you can pass where other feet have trodden:
 A few more steps may bring you safely through.

The battle o'er, a victor crowned with honors;
 By patient toil, each difficulty past,
 You then may see these days of bitter failure
 But spurred you on to greater deeds at last.

"OF ALL WRITERS the poet becomes the most fascinated with his gentle vocation. Others may write from the head, but he writes from the heart, and the heart will always understand him. He is the faithful portrayer of Nature, whose features are always the same, and always interesting.

* * * * *

His writings contain spirit, the aroma, if I may use the phrase, of the age in which he lives. They are the caskets which enclose within a small compass the wealth of the language—its family jewels—which are thus transmitted in a portable form to posterity.

* * * * *

Cast a look back over the long reach of literary history. What vast valleys of dullness, filled with monkish legends and academical controversies ! What bogs of theological speculations ! What dreary wastes of metaphysics ! Here and there only do we behold the heaven-illuminated bards, elevated like beacons on their widely separated heights, to transmit the pure light of poetical intelligence from age to age."—*Washington Irving*.

COMMENTS.

A WRITER in the *Forum* discussing the subject, "I verse in danger," admits the present decline in poetry and poetic appreciation, but does not give any sufficient reason for it.

Competition between living and dead poets and the cheapness of the works, those which have become classic, are among his enumerated causes.

If there is such decline, and I am not disposed to dispute it, it is due to the rush of merely material progress and the increase of the pecuniary spirit.

The poet cannot be practical, and, of course, cannot reach the practical man's heart unless he can sing of something which most intensely interests him. If his interests are mainly gross and material it will be hard to set them to the music of Nature.

He says, however, we are on the eve of a revival both in the execution and appreciation of the coming poetry. But he offers no sufficient proof of this, and does not show any cause for a decrease in what is now proving the death of poetry.

FELIX ADLER takes strong ground against the corporal punishment of children. He says it brutalizes them, breaks their spirits, makes them moral cowards and weakens their sense of shame on which the hope of moral improvement depends. He objects also to marks, distinction, etc., as tending to set up false inducements to pursue knowledge, which should be pursued for its own sake without artificial incentives.

Whatever may be said of these views it is certainly true that the rod should be used with great care, and that the system of grading with distinction and the use of prizes as an inducement to learn should not be allowed to take the place of inspiring a thirst for knowledge for its own sake.

A LADY writing in the *North American* about courtesies in France makes it appear that they play a more conspicuous part in matrimony there than with us. At least the business arrangements are attended to with apparent and probably less real sentiment. A girl has less to do with determining her own fate—her dowry and her friends determine it for her. The American girl is the envy of her sister in France.

SAYINGS OF THE WISE.

IT HAS seemed to me lately more possible than I knew to carry a friendship greatly on one side without due correspondence on the other.

WHY SHOULD I encumber myself with the poor fact that the receiver is not capacious?

IT NEVER troubles the sun that some of his rays fall wide and vain into ungrateful space and only a small part on the reflecting planet. Let your greatness educate the crude and cold companion. If he is unequal he will presently pass away; but thou art enlarged by thy own shining, and no longer a mate for frogs and worms, dost soar and burn with the gods of the empyrean. It is thought a disgrace to love unrequited. True love transcends instantly the unworthy object and dwells and broods on the eternal, and when the poor interposed mass crumbles it is not sad, but feels rid of so much earth and feels its independency the surer. Yet these things may hardly be said without a sort of treachery to the relation. The essence of friendship is entireness, a total magnanimity and trust. It must not surmise or provide for infirmity. It treats its object as a god that it may deify both.—*Emerson.*

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1890-'91.

OFFICERS:

CHARLES D. McIVER, President, Charlotte.
EUGENE G. HARRELL, Sec. and Treas., Raleigh.

VICE-PRESIDENTS:

- | | |
|--------------------------------|---------------------------------------|
| 1. Hugh Morson, Raleigh. | 5. J. A. Holmes, Chapel Hill. |
| 2. J. J. Blair, Winston. | 6. Alex. Graham, Charlotte. |
| 3. J. B. Brewer, Murfreesboro. | 7. Mrs. Annie McGilvary, Statesville. |
| 4. J. Y. Joyner, Goldsboro. | 8. Miss Rachel Brookfield, New Bern. |
| 9. Miss Bettie Clarke, Oxford. | |

EXECUTIVE COMMITTEE:

CHAS. D. McIVER, Charlotte,	<i>ex officio</i> President.
EUGENE G. HARRELL, Raleigh,	<i>ex officio</i> Secretary.
George T. Winston, Chapel Hill.	M. C. S. Noble, Wilmington.
W. L. Poteat, Wake Forest College.	E. L. Hughes, Reidsville.
C. B. Denson, Raleigh.	E. McK. Goodwin, Raleigh.
L. D. Howell, Winston.	

COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Tuesday, June 16th, 1891, continuing to June 28th.

MEETING OF THE EXECUTIVE COMMITTEE.

The Executive Committee held a meeting in Raleigh at the Yarborough House on December 26th, for the purpose of arranging the programme of exercises for the eighth session of the Assembly to be held next June.

The first business of the meeting was to consider a most cordial and liberal invitation from the proprietors of the elegant hotel at Hot Springs, among the Blue Ridge mountains of North Carolina, to the Assembly to hold its next

session at that place. This matter was most carefully and favorably considered, but the Committee finally decided that its authority did not extend to the right to make a change in place of meeting of a session from the permanent home of the Assembly without first discussing the matter in a general meeting of the whole body.

Therefore, it was ordered that the coming session in June, 1891, should be held at Morehead City in the Teachers' Building, and that a special day should be set apart during the session for considering all propositions and invitations from other localities that the Assembly might select another place of meeting other than Morehead City for the session of 1892.

Thanks were returned to Mr. Bronson, the proprietor of the Hot Springs Hotel, for his kind and liberal invitation to the Assembly, with the request that his proposition should remain open until it could be officially considered by the body.

The session of 1891 will begin on Tuesday, June 16th, and continue to Friday, June 28th; and the attendance upon this session at Morehead City will be near twice as large as that of any previous session.

The programme is a most excellent one, and includes many new and interesting features. The work is to take a broader scope and to be of a more general character than before so as to interest a greater number of people. A number of distinguished guests will be present, including some of the most noted educators of this country. In response to a number of requests from teachers and school officers throughout the State the celebrated crayon artist, FRANK BEARD, will be engaged for the session to give two public exhibitions of his wonderful skill, and a series of special talks with instruction to teachers upon the art of using the chalk in the school-room. This work will be entirely free to all members of the Assembly.

LARGEST STATE MEMBERSHIP IN THE UNION.

The roll-book of the Secretary shows that the North Carolina Teachers' Assembly has 4,361 actual members. If any other State in the Union can show a larger membership in a State organization only seven years old we would be glad to know it. Until then North Carolina certainly stands at the head as having the largest and most successful organization of her teachers.

Besides this large membership the teachers have a \$7,000 Assembly building of their own, located at the most pleasant seaside resort on the Atlantic coast. The building has an excellent Assembly Hall on the second floor with seating capacity for 1,200 persons. The first floor has ten large well ventilated and lighted rooms for the annual Educational Exposition, which is becoming a most interesting feature of our Assembly work. The building is well provided with charts, blackboards, globes, maps, &c., &c.; and an Assembly library has been established, which is growing in the number of volumes and usefulness.

An examination of the roll of members shows that during the past seven years 422 members of the Assembly have married; 26 members have died; 34 have been elected to positions in other States, and 312 teachers have secured good positions while they were present at the sessions of the Assembly.

The attendance upon the first session of the Assembly at Haywood White Sulphur Springs was 365; the attendance at Morehead City last summer (the seventh session) was 2,113, and the attendance upon the eighth session at Morehead City, June 16th to 28th, 1891, will be not less than 3,000. A cordial invitation is extended to co-laborers in sister States to visit the Assembly and feel perfectly at home.

Southern Educational Association.

ORGANIZED AT MOREHEAD CITY, N. C., JULY 1-5, 1890.

ORGANIZATION 1890-'91.

OFFICERS:

JOSIAH H. SHINN, *President*.....Little Rock, Ark.
EUGENE G. HARRELL, *Secretary and Treasurer*.....Raleigh, N. C.
E. E. BRITTON, *Assistant Secretary*.....Mt. Olive, N. C.

EXECUTIVE COMMITTEE.

J. T. Gaines, Louisville, Kentucky; W. F. Fox, Richmond, Virginia;
D. H. Hill, Jr., Raleigh, North Carolina; H. P. Archer, Columbia, South
Carolina; M. L. Payne, Ocala, Florida; E. C. Branson, Athens, Georgia;
E. R. Dickson, Mobile, Alabama; Dr. Telfair Hodgson, Sewanee, Ten-
nessee; J. W. Nicholson, Baton Rouge, Louisiana; J. N. McMillin, Blue
Mountain, Mississippi; W. H. Tharp, Searcy, Arkansas; J. M. Barnard,
Cape Girardeau, Missouri; John B. McCahan, Baltimore, Maryland;
Virgil A. Lewis, Point Pleasant, West Virginia.

Second annual session will be held at Chattanooga, Tenn., July 1-5, 1891.

MEETING OF THE EXECUTIVE COMMITTEE AT KNOXVILLE.

The Executive Committee of the Southern Educational Association met at Knoxville, Tennessee, on December 23d, and continued in session three days. There were present, J. H. Shinn, Little Rock; W. H. Tharp, Searcy; J. T. Gaines, Louisville; J. Telfair Hodgson, Sewanee; E. C. Branson, Athens, Ga.; J. U. Barnard, Missouri; Virgil A.

Lewis, Point Pleasant, W. Va.; J. I. McMillan, Iuka, Miss.; H. P. Archer, Charleston, S. C.; E. R. Dickson, Mobile, Ala.; E. G. Harrell and D. H. Hill, Raleigh, N. C.

The Committee conferred with prominent members of the Alabama movement, and a union was effected on the basis of the Morehead Constitution and the Morehead organization. The chairmanship of the Committee on Railroads and of the Local Committee of Invitations and Reception was conferred upon Prof. Frank Goodman, of Nashville, Tenn.

Invitations from Hot Springs, N. C.; Atlanta, Ga., and Chattanooga, Tenn., were read by the Secretary of the Committee, Dr. Hodgson, and upon a vote Chattanooga was accepted. The time for the meeting was fixed for the first week of July.

The following order was adopted: The morning sessions to be devoted to business and the discussion of one paper; the afternoon to the work of the sections or departments; the nights to popular addresses.

The following departments were created and filled:

1. PEDAGOGY—Prof. F. M. Smith, Ex-Superintendent of Public Instruction for Tennessee, as Chairman, assisted by Prof. J. U. Barnard, President of the Missouri State Normal College, and Prof. E. A. Alderman, of Chapel Hill, N. C. These gentlemen have accepted.

2. LANGUAGE—Prof. Gildersleeve, of Johns Hopkins University, Baltimore, Md., Chairman, assisted by Prof. Baskerville, of Vanderbilt.

3. SCIENCE—Prof. Chas. W. Dabney, President of the University of Tennessee, Chairman, assisted by Prof. W. B. Phillips, of the University of Alabama. These have accepted.

4. SUPERINTENDENCE AND PUBLIC SCHOOLS—Not filled.

5. SCHOOL BOOKS AND LITERATURE—Not filled.

The following gentlemen were invited to deliver night addresses:

Bishop Dudley, of Kentucky, upon "What the South owes the Negro along Educational Lines."

Bishop A. G. Hagood upon "Morality in the Schools."

Rev. J. A. Broadus upon "The Relative Duties of Church and State."

Dr. Alexander, "Philosophy."

Dr. W. T. Harris, "American Schools."

Prof. W. R. Garrett, "The National Educational Association."

Prof. W. H. Payne, "The Peabody Normal College."

Hon. Kemp Battle, "Southern History."

J. H. Shinn, E. G. Harrell, J. Telfair Hodgson and F. M. Smith were made a Committee on Programme.

The meeting of the Committee was a pleasant and enthusiastic one, and there is every indication of an educational gathering at Chattanooga in July, 1891, which, for magnitude, intelligence and Southern enthusiasm, will astonish even the oldest inhabitants of the South.

The Local Committee of Arrangements, under the leadership of Prof. Frank Goodman, whose educational zeal is well known, will see that everything is provided for a most delightful session upon the beautiful and historic Lookout Mountain in the suburbs of Chattanooga.

There will be an attendance of two or three thousand persons upon the coming session of the Southern Educational Association, and the editor of THE TEACHER hopes to have a party of a hundred or more from the North Carolina Teachers' Assembly to accompany him to Chattanooga on July 1st. Now is the time for the South to stand together, strongly united in this greatest educational movement in our borders within forty years.

The organization effected at Montgomery, Ala., June 26th, 1890, now having united with the Southern Educa-

tional Association, and the teachers of the South being thoroughly in sympathy with the effort of the Association to promote the interests of Southern schools, we can all join with enthusiasm in the joyous refrain, "There's a good time coming, and 'twill not be very long!"

TO ALL SOUTHERN EDUCATIONAL JOURNALS.

The Southern Educational Association, by special resolutions, appointed as one of its organs each journal of education published in the South, with an earnest request that each journal cordially co-operate with the work of the Association. Now, brethren of the Southern educational press, since all interests and differences have been united in one grand organization, and we have but one common cause, which is dear to us all, let us unite our efforts and our editorial influence in upbuilding and strengthening our Southern Educational Association. In the general growth of our school interests the educational journals will feel the first benefits.

The Association needs your aid and influence, and it will greatly appreciate your hearty co-operation in the work.

The Secretary will gladly furnish any information, so far as he is able, concerning the coming meeting at Chattanooga, and all official circulars, bulletins and programmes will be forwarded to you promptly as issued. The teachers of the South want to meet one another in a grand and enthusiastic gathering "under their own vine and fig-tree," and they will look to your journal largely to lead them; and we know that they will not look to you in vain.

EDITORIAL.

THE NEW YEAR'S WORK.

The year eighteen hundred and ninety-one is going to be the brightest year in the educational history of North Carolina. "Hard times" have passed away, there is plenty of money in the State, a big crop has been made and good prices realized for it, the public school fund is going to be increased, the people are more than ever disposed to send their children to school, there will be the best session of the Teachers' Assembly in June, and a much larger number of teachers will be in attendance than ever before—in fact this is going to be an educational year of "big things." Now the proper thing for every teacher and every school official to do is to *encourage the State and teachers in their efforts towards improvement*. Don't criticise, don't mention any shortcomings, don't make any unfavorable comparisons with other States, don't see or know anything about the educational work and the State's efforts except what is good—and *encourage! encourage! encourage!* Don't ever tell what we are not doing, but tell what we want to do, what we are trying to do, and what we are doing; you will have material enough in this text for a speech a year long.

DO YOU OWE THE TEACHER anything on your subscription? If so you will never find an easier time to pay, as you are now just in the midst of your school work and the salary is coming in.

ARE YOU specially interested in any particular educational topic or method? Why not write your views in a communication for THE TEACHER? Your friends will be glad to hear from your work through the journal.

THE EDITOR of a journal of progressive education has two very important things to do: Lead the teachers out of the old ruts that are bad, and keep the new-method fanatichisms, which are worse, from taking possession of them.

THE BIENNIAL report of Hon. S. M. Finger, State Superintendent of Public Instruction, is an able document, and worthy the careful perusal of every North Carolinian. Major Finger is a faithful and zealous officer, and the cause of public education has grown into more popular favor under his judicious management.

MAKE YOUR teaching practical. Don't waste time in trying to teach anything to a child which will never be of any use to it beyond the school-room door. More valuable time has been wasted in "Phonics" than in any other nonsensical feature of the "New Education." It has made stammerers of many children, and has never been of the slightest value to any child in the school-room or out of it.

THE NORTH CAROLINA TEACHER is the very best advertising medium in this State for school supplies. We do not solicit any advertisements, but will admit a small number of select ones of strictly educational houses, at our fixed price. No advertisements of patent medicines, baking powders, etc., will be admitted at any price or upon any conditions, as we hold that this class of advertising is beneath the dignity of a first-class educational journal. THE TEACHER now reaches monthly every regular teacher in North Carolina.

WE DISLIKE the name "New South," as applied to our country. There is no *new* South, but this is the same grand *old* South that it has always been and will continue to be

until time shall cease. No true Southern man speaks of his country as the "New South," as this name is a reproach and a slander upon our glorious Dixie land. If anybody thinks this is a "New South" simply because the negroes have been set free, he is profoundly ignorant and mistaken. There may be a "New North," but our beloved country is the same "Old South," and may it remain so forever!

NO OTHER State in the Union can equal North Carolina in the high character of the college journals. The *University Magazine*, *Wake Forest Student*, *Trinity Archive* and *Davidson Monthly* are model college journals both in matter and typography. Each department of these publications shows marked ability on the part of the editor, of which the institution may well be proud. The meaningless local slang which formerly figured so conspicuously in the editorial departments has disappeared from the pages, and the magazines, as a whole, occupy a high place of journalism, of which the State is very proud.

WE HAVE been requested to publish the following correction, which we do with pleasure:

The writer of the "sketch" in "Western North Carolina" makes a mistake in saying that I am "author" of the well-known little book, "Names of the Counties of North Carolina." With Dr. Battle's permission I published in book form articles which he had written for "*The Schoolteacher*."

Yours very truly,

W. A. BLAIR.

WINSTON, N. C., January 7th, 1891.

We hope that the publishers of the book, "Western North Carolina," in which the statement appears, will at once correct the mistake in justice to Mr. Blair, in whose biographical sketch the statement was made.

THERE ARE over two hundred thousand children of school age in North Carolina who will not attend any school, private or public! And in most cases those children are the ones who are less able to pay for an education and are those who most need it. The State has taxed its

citizens and their property to provide free schools for those children. If compulsory taxation for the support of free schools is right, then compulsory attendance of all children who need the schools is also right. Why shall the State by public taxation employ a teacher and open a free school for a child and then allow that child to remain at home or roam the woods of the country or the streets of the city in idleness and mischief?

THE EXCELLENT reports of the Conductors of the State Teachers' Institute during the past year show the magnitude of the work and the great benefit which the teachers and the public have derived from the Institutes. The regular Conductors of the Institutes, Mr. E. A. Alderman and Mr. Chas. D. McIver, have each held very successful Institutes in some thirty counties, and their work has invariably left a good impression. During the summer vacation Institutes were held also by Mr. M. C. S. Noble, Mr. J. Y. Joyner, Mr. E. P. Moses and Mr. Alexander Graham. The whole work of the year has been good, and the admirable reports show the wisdom of the Legislature in establishing the system of State Institutes.

THE EDITOR of the *North Carolina Teacher* has discovered that "the study of the grammar of our language can scarcely be commenced too early, nor too long continued if we want to teach children to speak and write correctly." Will the editor state what he means by "grammar"? There are so many uses of this word that its application cannot be told unless defined.—*School Journal* (N. Y.).

We mean to say that pupils must be required to study some standard text-book of *English Grammar* (not "Language Lessons"), such as Swinton's, Smith's, Harvey's, Bingham's, Bullion's, Brown's, or Patterson's; that they should be thoroughly drilled in parsing, analyzing and construction of sentences; that they should be required to memorize all the rules of syntax. This, in our judgment, is the only satisfactory way in which a child can be taught the grammar of our language.

OF ALL the children who attend the large public schools in the cities ninety-four per cent. of the number do not remain in school long enough to even reach the high school department. Is it not then a great deal wiser to leave off all attempts at high school work and use that money in increasing the efficiency of the common school course? Taxation is for the benefit of the masses—it is settled that the masses want and need only the common school course of instruction, and this course should be made as thorough and perfect as it is possible to make it from all the funds available for public education. Six per cent. of the school attendance have no right to demand a high school education at the expense of the other ninety-four per cent. who do not want it and will not have it. It is perfectly right and proper for the six per cent. to pay an extra amount sufficient to establish a high school department for themselves and employ a teacher; otherwise it is wholesale robbery of the masses for the benefit of a very few, and such a policy has never been permitted in America.

IT IS our intention to try to keep up with all educational organizations in the South. We like to keep our readers well posted also. To this end we have put forth our very best efforts to obtain some information concerning "The Education Club of the South," and "The Southern Association of City Superintendents." We have seen these names mentioned in an educational journal and would like to make some announcement of their times and places of meetings. We have written letters of enquiry to nearly every leading city in the South, to superintendents of schools and State Commissioners, but not one of our correspondents has ever heard of such organizations, or has been invited to become a member of anything of the kind. A correspondent in Columbia, S. C., thought he had heard somebody say that some six or eight teachers met at Greensboro several years ago and named themselves the "The

Education Club of the South." A letter from Greensboro told us, however, that no such "Club" had ever been heard of in that city. Are they secret organizations with branches throughout the entire South, maturing some brilliant educational scheme to flash suddenly upon the country at an opportune time? Or, are both organizations simply myths with big names—"only this and nothing more"? If they publish an organ we hope the profession will be enlightened in the matter.

OUR FRIEND, the *Wake Forest Student*, misunderstood the item in THE TEACHER for November concerning Wake Forest College and the Baptist University for Girls. Far be it from us to want such a grand work as Wake Forest is doing to cease or be curtailed in any way. We are exceedingly proud of the college and its noble work. The institution is an honor to the Baptists and to the State. The Baptists have liberally provided for the education of its boys, and have given to Wake Forest a larger endowment than any other college in North Carolina; in fact, we believe its fund is larger than the combined endowment of all other colleges in the State, amounting to about \$178,000. For three hundred years the Baptists have not contributed a single cent towards the education of their girls, who have been, and are to be, the first and most important teachers of their children. To educate a girl under the present system costs near twice as much as to educate a boy; and, therefore, but few parents in the State are able to send their daughters to a college for females. At last the Baptists have realized the great wrong they have been doing their girls for all these years, and they have decided to establish the University for Girls which shall aid them as Wake Forest is helping the boys. This is a grand and noble movement even at this late day, and what we have said before and what we now say is, that neither Wake Forest College nor any other denominational cause, however important, should

ask for any more money until this University is established. Any effort at collecting money other than for the University will take the cream from the denominational beneficence and greatly injure the cause of the girls. These are our sentiments in the matter, and, so far as we can learn, they express the views of a large majority of the Baptists of the State, particularly of those who have heretofore been the most liberal contributors to the endowment fund of Wake Forest College. We feel quite sure that the two hundred gallant young men now enrolled as students at Wake Forest are perfectly willing that the cause of the college should briefly rest in order that the denomination may now take its first steps toward educating its young women who have been so long neglected.

ABOUT OUR TEACHERS AND SCHOOLS.

MR. S. D. SWAIN (Wake Forest) is teaching at Mount Nebo.

MR. JOHN GRAHAM is principal of the High School at Ridgeway.

MR. RUFUS BRADLEY is teaching at Jackson, Northampton County.

MISS ANNA M. LOWE is teaching at New Market, Randolph County.

IT IS RUMORED that the Bingham School is to be removed to Asheville.

MISS NANNIE M. SEAWELL is teaching at Johnson's Mills, Pitt County.

MISS SARAH J. JINNETT has a school of forty-five pupils near Goldsboro.

MR. J. E. WHITE (Wake Forest) is teaching at Wrendale, Edgecombe County.

MR. G. C. THOMPSON (Wake Forest) has a very successful school at Louisburg.

MR. F. L. MERRITT (Wake Forest) has a good school at Bayboro, Pamlico County.

MR. J. G. GREGORY has accepted the principalship of the Male Academy at High Point.

MR. B. W. YOUNG, of Johnston County, has taken charge of the school at Pocket, Moore County.

MR. W. R. GENTRY has over seventy pupils enrolled in Whitehead Institute, Alleghany County.

MISS CLAUDIA L. GRIER has a fine school at Rocky River Academy near Harrisburg, Cabarrus County.

MISS MAGGIE MORRISON is in charge of the Cowee school, Jackson County, and fifty pupils are enrolled.

MR. G. W. MEWBORN has been elected principal of the Collegiate Institute at Hookerton, Greene County.

THE PUBLIC SCHOOL at Kinston, Lenoir County, is in charge of Misses Fannie Kilpatrick, Lena Spain and Fannie Harrell.

SUPERINTENDENT M. C. S. NOBLE, of Wilmington, attended as representative the Grand Lodge of Masons at Raleigh, January 13-15.

OUR SYMPATHIES are with Major Robert Bingham in the loss of his excellent Academy and Gymnasium building by fire in December.

THE ENTERPRISING citizens of Yadkinville, Yadkin County, have subscribed \$3,000 for establishing a first-class High School at that place.

MISS LILLIE NICHOLSON has been compelled to resign her position as teacher in the Murphey Graded School of Raleigh on account of failing health.

MR. Z. D. MCWHORTER, who has been teaching for several years at Bethel, Pitt County, has been elected principal of the High School at Jonesboro, Moore County.

MR. F. A. MILLIDGE AND MR. T. R. ROUSE are principals of Kinston College. The spring term began January 13th with encouraging prospects for a successful session.

THE FEMALE ACADEMY BUILDING at Tarboro was totally destroyed by fire on December 30th. Mr. D. G. Gillespie had been teaching in the building, but it was not occupied during the holidays.

MR. S. RHODES is in charge of the school at Cashier's Valley, Jackson County. He is a faithful worker, and has the outlook of a most gratifying success. Forty pupils are now enrolled in the school.

MR. E. P. MOSES, Superintendent of the Raleigh Public Schools, received from his teachers as a Christmas gift a round-trip railroad ticket to his home in Tennessee, and he spent the holidays with his people.

OAK RIDGE INSTITUTE enrolled 172 students the first week of the spring term. Professors J. A. & M. H. Holt expect an enrollment of 225 by February 15th. About twenty girls are students of this institution.

MR. DEBERNIERE WHITAKER has resigned his position as teacher in the Centennial Graded School of Raleigh to enter the profession of Civil Engineering. Mr. Whitaker was an excellent teacher, and THE TEACHER wishes him as much and even greater success in his present work.

THE RALEIGH MALE ACADEMY, Messrs. Morson & Denson, principals, prepares and sends more boys to college than any other similar institution in North Carolina. It is also said by the Professors in the University that "Morson & Denson's boys average better entrance examination than any other students."

SEVERAL OF OUR North Carolina teachers who are now working in South Carolina have matured a plan for organizing a Teachers' Assembly similar to our great organization. The South Carolina plan is to form a stock company of the teachers of the State to raise \$10,000 in small payments for providing suitable buildings for the organization. May the greatest success crown their efforts, and while they are perfecting their plans we extend a cordial invitation to every South Carolina teacher to visit the North Carolina Teachers' Assembly at Morehead City this summer.

CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"
 That one and one are always TWO;
 But Cupid proves, with work so sly,
 Some wondrous things that figures do.
 And when he claims a teacher's hand
 All rules of figures then are done,
 Though two before the preacher stand
 This one and one are ALWAYS ONE.

PROF. J. B. CARLYLE, of the Faculty of Wake Forest College, married MISS DORA DUNN, of Tennessee, on December 23d, 1890.

MR. A. M. GENTRY, A. M., principal of Whitehead Institute, Alleghany County, married MISS LENA EDWARDS, of Alleghany County, on December 23d, 1890.

MR. J. T. CROWDER, a teacher of Wake County, married MISS IDA ANDREWS, of Harnett County, on December 24th, 1890, Rev. E. Pope officiating.

MISS ELLA E. IVES, of New Bern, a member of the Teachers' Assembly, and for several years teacher of Music in Staunton (Va.) Female Seminary, was married at New Bern on December 27th to MR. E. C. GIPE.

MR. E. L. HUGHES, Superintendent of Reidsville Public Schools, married MISS FLORENCE MOORE, of Selma, one of his assistant teachers, on December 31st, 1890, Rev. J. R. Brooks, D. D., officiating. The bride and groom are members of the Teachers' Assembly.

REV. J. D. ARNOLD, of Asheville Female College, married MISS NANNIE CLARK, of Raleigh, on January 1st, 1891.

MISS LAURAH WOOD, of LaGrange, a teacher and a member of the Teachers' Assembly, was married to REV. W. E. SWAIN, the former pastor of the Methodist church at LaGrange, in January.

IN MEMORIAM.

Death hath made no breach
 In love and sympathy, in hope and trust.
 No outward sign or sound our ears can reach,
 But there's an inward, spiritual speech
 That greets us still, though mortal tongues be dust.
 It bids us do the work that they laid down—
 Take up the song where they broke off the strain;
 So, journeying till we reach the heavenly town,
 Where are laid up our treasure and our crown,
 And our lost, loved ones will be found again."

REV. ISRAEL HARDING died at the Female Institute in Kinston, on January 13th, 1891; aged 61 years. He was the father of Miss Carrie Harding, who is now teaching in Missouri, and the step-father of Misses Hennie and Jennie Patrick, the principals of Kinston Female Institute.

AT RECESS.

The books and slates now put away,
 And let us laugh a little while;
 For those who work there should be play,
 The leisure moments to beguile.

FATHER (severely)—My son, this is a disgraceful condition of affairs. This report says you're the last boy in a class of twenty-two. Henry—It might have been worse, father. Father—I can't see how. Henry—There might have been more boys in the class.

MOTHER—Johnny, you said you'd been to Sunday-school. Johnny (with a far-away look)—Yes'm. Mother—How does it happen that your hands smell fishy? Johnny—I—I carried home the Sunday-school paper, an'—an' th' outside page is all about Jonah an' th' whale.

A SCHOOL-BOY getting his twelve o'clock lunch prepared for him by his granny, looked up in the old woman's face and said:—"Granny, does your glasses magnify!" "O, yes," said the old lady, "They magnify a little." "Ah, well," returned the lad, "I wad jist like it if ye wad take them off when ye're cutting my piece of pie."

EXCUSED THIS TIME.—Schoolmistress (with an ominous look in her eye)—What made you so late, Robert Reed? Robert—Been fightin'. Schoolmistress (advancing furiously)—You have, eh? Robert—Yes, ma'am. A boy sed yer wuz ugly as home-made sin an' I jest gave it to him. Schoolmistress—Well, Bobby, dear, I must pardon you this time, but control your temper the best you can.

THE NORTH CAROLINA TEACHER.

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EUGENE G. HARRELL, = = = = Editor.

THE VILLAGE TEACHER.

—
This bonny little teacher
Is the dearest little creature
 In the town;
Her cheeks are blooming roses,
Her sweet mouth never closes
 In a frown.

Her manner's coy and simple,
And when she laughs, a dimple
 In each cheek
Makes her so very charming
E'en prudence then needs arming,
 So to speak.

She wears a cream lace bonnet
With a bunch of violets on it.
 And her eyes,—
I know an angel caught them
And to this fair girl brought them
 From the skies.

You see at once, quite clearly,
Her children love her dearly;
 And they say
She neither whips nor scolds them,
But just by pure love holds them
 In her sway. —*Exchange.*

North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

CHAPTER XVII.

GLIMPSES OF ROYALTY.

A ROYAL MARRIAGE DAY—AN EXCITED CITY—PREPARING TO SEE THE WEDDING PROCESSION—EN ROUTE FOR WESTMINSTER ABBEY—SOME OF THE ROYAL VISITORS—THE MARRIAGE CEREMONY—THE BRIDE'S COSTUME—WEDDING ANTHEM—THE FAMOUS WEDDING CAKE—CONTINUING OUR RAMBLES—SOUTH KENSINGTON MUSEUM—THE CRYSTAL PALACE—A CHARMING PERFORMANCE—DISPLAY OF FIREWORKS.



PRINCESS LOUISE VICTORIA ALEXANDER DARMAR of Wales, the eldest daughter of the Prince and Princess of Wales, and a granddaughter of Her Majesty Queen Victoria, is to be married to-day at twelve o'clock to ALEXANDER WILLIAM GEORGE DUFF, Earl of Fife and Viscount Macduff" was announced in all the London newspapers on Saturday, July 27th, 1889.

The vast city was excited by the ringing of these merry Royal wedding bells, because the interest in the marriage was strengthened by the love and loyalty of the nation for the most popular Prince and Princess ever destined to rule a great people. Of course the North Carolina teachers shared the interest of the English people in the Royal marriage, and although we could not be witnesses to the ceremony we likewise shared the determination of two hundred thousand other people in London that we would see the wedding procession.

On such a grand occasion it was impossible for our party to try to keep together amid so great a throng, therefore we formed small companies and made an early start for the scene of the procession—from Marlborough House to Buckingham Palace—in order that as desirable places as possible might be secured for observation.

The morning was dull and cloudy, with a strong suspicion of rain, which, however, did not in the least interfere with the assembling of that vast concourse of people who were eager to catch a brief glimpse of Royalty and Royal guests. The rain did not come according to promise, and about noon the sun blazed kindly upon that dense mass of humanity. The Mall was crowded, Piccadilly was packed on both sides for a mile, and a vast throng had gathered about Hyde Park entrance. The windows and balconies were filled with beautiful women richly dressed; many of the stores on Pall Mall, Piccadilly and Regent street were gaily decorated in bright red. Seats in store windows were rented at fabulous prices; some of them, for parties of five persons, brought \$75. One of our girls, Miss Emmie McVea, with pure American good luck secured a very desirable seat in a window for \$2.50.

Two thousand policemen kept the crowd in perfect order, and detachments of the Horse Guards, in their handsome uniforms, took positions at certain places along the route.

It was a grand sight, and much resembled the Centennial Celebration in New York on May 30th, 1889, although this English crowd did not make quite so much noise as the three hundred thousand Yankees made while the thirty thousand soldiers, governors and senators paraded Broadway on that May morning.

But the English people were intensely expectant, and many of the women were unduly excited. A number of them fainted, and it was with great difficulty that they were extricated from the press of humanity.

It was ten minutes to twelve o'clock, and ten minutes behind programme time, when the gates of Marlborough House opened and the start for Buckingham Palace was made. Seven Royal and resplendent carriages, with numerous uniformed postillions and escort of Horse Guards, were required for the bridal party. The lovely Princesses Victoria and Maud of Wales and their brothers, Prince Albert Victor and Prince George, occupied the first. Quickly following this came the Princess of Wales and her brother, the Crown Prince of Denmark. As always, the people cheered her.

The Queen's carriage, in which rode the Prince of Wales and Princess Louise, emerged from the garden gate instead of the main exit, as did the others. The chief interest, of course, was manifested in the appearance of Princess Louise, the bride-expectant. As she was recognized the enthusiasm of the people broke into cheers and the waving of handkerchiefs. This tribute, as her carriage proceeded, swept along the densely-packed lines of people. Of course we gave her a proud salute by the glorious Stars and Stripes.

In the other Royal carriages were the King of the Hellenes and Lord Colvilloe of Culross, Lady Emily Kingscote, Lord Suffield, General Sir D. M. Probyn, Sir Francis Knollys, Miss Knollys, Major-General Arthur Ellis and Colonel Clarke, most of whom are connected in an official way with the Prince's household. The procession proceeded to the Palace by the Park Mall, and arrived a few minutes after twelve o'clock.

When the procession arrived at Buckingham Palace, where the marriage was to take place, they were set down at the Pimlico entrance and received by the gentlemen ushers in levée uniform. They were conducted by a rather devious route through halls and corridors to the vestibule of the chapel, where there was a small crush of very notable people, all arriving about the same time. The vestibule

was banked on both sides with palms, hydrangeas and campanulas, with a rich and brilliant bed of white flowers below them.

Notwithstanding its small size the chapel was not at all crowded, every seat having been marked on the plan and every guest conducted to his pre-arranged place. A choir, consisting of twelve men and boys in white surplices, were grouped at the left of the organ. A march, specially composed, began to swell forth a few minutes after the appointed hour, and the Archbishop of Canterbury, the Bishop of London, the Dean of Windsor, Rev. F. A. J. Hervey and Rev. T. Teignmouth Shore were conducted to the altar. The clergy were in full robes of white, and presented a strong color contrast to the elegant masses of color that had begun to lighten up the gloom of the chapel. They also presented a rather peculiar feature in the shape of medals on their left breasts, Mr. Shore wearing two, the Archbishop of Canterbury one, and the Bishop of London one.

We are sure that our readers are anxious to know how a Royal marriage is conducted, and we would be glad to give them the description of an eye-witness, but as our invitations did not extend further than the gate of Buckingham Palace, we shall be obliged to trespass upon the columns of the London edition of the *New York Herald* for a full picture of that interesting performance:

“The clergy had scarcely taken their places when flutter and a faint hum announced the coming of the Royal procession. It was led by the Household officials, the Ushers, the Equerries-in-Waiting, and the Lords-in-Waiting. Then came the Princess Victor of Hohenlohe, Prince Victor of Hohenlohe, the Hereditary Prince of Hohenlohe-Bangenburg, the Duke and Duchess of Teck, Prince Francis of Teck, the Duke of Cambridge, the Baron of Pawel-Rammingen and Princess Frederica, Prince Henry of Battenberg and Princess Beatrice, the Princess Louise and the Marquis of Lorne, Prince and Princess Christian of Schleswig-Holstein, with Princes Christian, Victor and Albert of Schleswig-Holstein, Prince George of Wales, Prince Albert Victor of Wales, the Crown Prince of Denmark, the Princess of Wales, the King of Greece, Viscount Lewis-

ham, the Vice-Chamberlain, Lord Mount-Edgumbe, the Lord Steward, the Grand Duke of Hesse, and, finally, Her Majesty the Queen.

"Handel's 'Occasional March' rolled out from the organ, and Her Majesty was conducted to one of the white and gold chairs at the left of the altar, with the Grand Duke of Hesse on her left a little in front, and the King of Greece behind her, the Princess of Wales sitting behind the King of Greece and a little to the right. Her Majesty was in a dress of heavy black brocade with small white spots on it. She wore her usual white cap with a small crown of diamonds above it. The Princess of Wales wore the most beautiful of all the dresses with which the Rose of Denmark has set the fashion for the world of women.

"It was the most delicate and delicious shade of silvery gray satin and brocade imaginable. The brocade was a running pattern of flowers and leaves, the flowers much resembling those of an Indian pink, and the long train was perfectly plain; while the skirt was of the gray satin duchesse, with a tablier of gray tulle embroidered with silver, and revers of silver brocade just edged with a narrow galoon or silver ribbon. The high bodice with its V-shaped opening in front had a high collar behind, and Her Royal Highness has never been better suited in style and color.

"The bridal party was assembled in the Bow Library. Eight beautiful bridesmaids, in exquisite dresses awaited there the Princess Louise. They were in themselves a wedding innovation, due to the fact that two of them were sisters of the bride. It has been the custom hitherto in Royal marriages that the bride shall have for her attendant maidens daughters of the peers of England. Two of them being Princesses of the blood-royal on this occasion, all had to be Princesses of the blood-royal, and so it happened that they were the Princess Maud of Wales, the Princess Victoria of Wales, the Princess Louise of Schleswig-Holstein, the Princess Victoria of Schleswig-Holstein, the Countess Feodore Gleichen, the Princess Victoria Mary of Teck, the Countess Victoria Gleichen and the Countess Helena Gleichen. The bridesmaids were in beautiful gowns of pale pink Sicilienne and China crepe, made by Elise. They were open in V's back and front, and the folds of crepe and silk were arranged to cross over. The sleeves came to the elbow and were finished with loops of crepe that looked as if they would just cover the point. The skirts, though plain, were elegant, and contained rather more silk than crepe. The only lace about them was a couple of rows of Valenciennes laid under the foundation. Each bridesmaid wore a single row of pearls around her throat and a gold bracelet with the initials of the bride and bridegroom in brilliants, with their respective coronets. These were the gift of Lord Fife. Each wore in her hair on the left side a spray of red rosebuds.

"The bridal party was escorted to the chapel by the Vice-Chamberlain and the Lord Steward. Princess Louise was on the arm of her father, the Prince of Wales, the bridesmaids following in the order named.

Their coming was announced by the 'Lohengrin' March on the organ, and just as it was swelling into the *ensemble*, the Prince and his daughter appeared at the door. The Prince was in a field marshal's uniform of scarlet, with white gloves.

"All eyes, however, were turned upon the bride. She wore a very rich dress of white satin and point de gaze. The long, plain satin train was bordered with five folds of satin and had no other trimming of any kind. It was fastened up on to the back of the bodice, which was high, with a V opening in front and a V of lace laid on the back. The elbow sleeves were entirely made of lace, and the front of the bodice covered with it, while it also was arranged as a rather deep basque. On the left shoulder a small bouquet of orange blossoms was connected by a trail of buds and leaves with a still smaller one at the centre of the V, and two trails hung among the folds on the right side of the skirt, the opposite side being adorned by a panel of orange blossoms tapering to a point somewhat more than half-way up. The lace went down the side of the train and was deftly arranged on the side of the skirt so as to be very little cut—a sensible consideration, as such lace is an heirloom. The veil had a border like the lace, and a clear net centre with small flowers dotted over it and it was worn over a small wreath of orange blossoms, rather high in the middle, but tapering off with a tiny trail on the left side. A row of pearls around the throat harmonized beautifully with the soft tones of the lace and shimmer of the satin.

"The procession advanced up the aisle to the altar rail. There the Prince of Wales left his daughter and took a position on the left, the bride and bridegroom standing in the centre and the bridesmaids, in pairs, behind.

"The Archbishop of Canterbury conducted the whole service, none of the other clergymen assisting him. It was the usual marriage ceremony of the Anglican Church, and lasted thirty-five minutes."

At the conclusion a beautiful "wedding anthem" was sung by the choir, which was composed specially for the occasion. North Carolina has the honor of originating this beautiful and appropriate custom, the first wedding anthem having been sung at a marriage ceremony in Graham, a few months ago—the anthem being composed specially for that occasion. It is an exceedingly pretty feature of a wedding, and will, no doubt, ere long become a part of all important and fashionable marriage ceremonies.

The presents which the Royal bride received cost over \$1,000,000! The articles included everything from a hair pin worth \$500 to a Steinway Grand Piano. There were

enough diamonds, rubies and other precious gems to equip the Tiffanys. All the markets of the world had paid tribute to the magnificent collection.

The gorgeous wedding supper at Buckingham Palace was prepared for just forty persons and it cost \$10,000, more than the entire salary of the Governor of North Carolina for three years! At the supper, in accordance with custom, two toasts were proposed—"Her Majesty the Queen" and "The Bride and Bridegroom." In the absence of the Earl of Lathom, the Lord Chamberlain, this duty fell upon the Lord Steward, Lord Mount-Edgcumbe. There were no speeches, but when the second toast was proposed, Her Majesty, to the surprise of everybody, rose in her seat at the head of the table, and, under the magnificent ceiling of gray and gold, with the portraits of her kingly and queenly predecessors gazing down at her from the north wall, lifted her glass to join in honoring the toast. Her Majesty seemed in a remarkably happy humor throughout all the ceremonies.

At the conclusion of the supper came the ceremony of cutting the wedding cake. This was as magnificent an edifice in sugar modelling and fretwork as ever cast the gloom of indigestion over the sunshine of nuptial festivity. We must give a description of this remarkable cake for the benefit of those in our party who contemplate early matrimony.

The cake was a tall, slender structure, five feet and a half in height, resting on a circular pedestal two feet and a half in diameter. It weighed 150 pounds, was all in white sugar and delicate white flowers, with only a few touches of deep color in the small cardinal velvet and gold coronets that faced the four panels on which were worked the monograms. It came from Gunter's, the famous old house in Berkeley Square, which has made all the wedding cakes for all the Royal and aristocratic marriages since the Queen was married, fifty years ago.

The cake proper was four or five inches above the pedestal, and was a bulky cylinder, fourteen inches in height and eighty inches in circumference. It had all the expensive ingredients, from citrons to raisins, which are supposed to add joy to the wedding scene. It had four panels, two of them bearing the monogram "L. D. W." Louise Dagmar of Wales; and "A. G. F.," Alexander George of Fife. Above each was the red and gold coronet. Between the panels the three feathers of the Prince of Wales were embossed, and each panel was very tastefully bedded and partly framed in delicate white arum lilies, white rosebuds, white orange blossoms and small white convulvi.

Above the cake was a Greek temple resting on eight white columns, and the dome, which rises in diminishing tiers, supported a white classical, on whose head was a vase from which bloomed a crown of white flowers which surmounted the whole. Four delicate pendants fell from this, reaching nearly to the base. They were composed of single flowers with jointed stems. One was of snow-white rosebuds and tiny sprigs of heather. Another was of orange buds and blossoms. The third was of small white lilac sprays, and the fourth of small convulvi and heather. The Scotch thistle, represented by half a dozen specimens, formed the base of the flower crown and partly wreathed the figure.

We couldn't find out what the cake cost, and we do not think that the Royal bridegroom will make a habit of having such elaborate cakes at all his dinings. However, he can, perhaps, well afford to do so, as his income rents from his Scotch lands alone are upward of \$400,000 per year, or eight times as much as we pay the President of the United States for bossing sixty millions of people.

Having fully performed our patriotic duty while sojourning in the mother country by taking in as much of this magnificent Royal occasion as did the most enthusiastic

and loyal of English people, we collected as many of the party as possible and repaired to a neighboring restaurant, where we further discussed, over a steaming cup of chocolate and a juicy broiled steak, the impressions made upon our republican American minds by this most memorable display of monarchical grandeur and influence.

After this much needed and enjoyed refreshment and rest, we climbed upon top of an omnibus for a visit to another of London's celebrated museums.

South Kensington Museum is situated in a corner of an elegant park of thirty-three acres. Here the World's Exposition of 1851 was held, and in this same park stands the old Kensington Palace, which was built by William III.

That Royal residence was the scene of the death of William III and of his wife Mary; also the death of Queen Anne and her husband, Prince George of Denmark; likewise of George II. Here, too, Queen Victoria was born and reared to the time of her accession to the throne.

The Museum is under the special supervision of the Science and Art Department of the Council of Education, and is maintained at an annual cost of \$1,500,000. The value and importance of the institution is seen and felt in the taste and progress of the fine arts and natural science throughout the entire kingdom of Great Britain. Since its opening in 1857, it has been visited by over twenty-seven million people! There are three libraries, which contain one hundred and forty thousand rare and choice volumes. The government has expended \$5,000,000 in the acquisition of valuable works and objects of art.

Among the particular exhibits of interest and wonder are thirty-five fine portraits in Mosaic of the most celebrated artists of the world, who have lived within the past seven hundred years. There are also a great number of original paintings by these artists, which have been procured at immense cost.

These English people seem not to hesitate about price if they want an article which is rare. This trait in their character is shown very clearly as we examine a little oriental green and white inkstand set with rubies for which they paid \$5,500; a Parisian Boudoir, which belonged to one of the Maids of Honor to Marie Antoinette, cost \$10,550; a collection of French furniture, \$1,250,000; a small round table of Sevres plaque, which belonged to Marie Antoinette, \$25,000. A small Limoge enamel portrait of Cardinal de Lorraine cost \$10,000.

Besides these rare and valuable articles are many thousand curious things which attract the closest attention of visitors. One of the strangest and most horrible objects to be seen is a whole human skin which has been tanned into leather! The flesh of the poor creature was roasted and eaten by the savages of New Zealand.

Having examined this specimen of human leather our sight-seeing proclivities seemed to be appeased for the present, and we returned by the underground railway, the shortest and quickest route, to our hotel to spend the remainder of the afternoon in resting from our fatigue.

In the evening our whole party took the train for Sydenham for a visit to the celebrated Crystal Palace, to see which magnificent structure is alone worth a trip to Europe.

Saturday evenings are big occasions with all places of amusement in Europe, and particularly is this the case at the Crystal Palace which is the most popular place in London at any time. At the time of our visit the beautiful spectacular operetta and ballet, "Midsummer Night's Dream," was being performed on the lawn in the open air by three hundred little children. If, however, the weather was inclined to be inclement the grand Floral Ballet, "A Golden Dream," was performed by the same children on the vast stage within the auditorium of the Palace.

The trains were crowded to overflowing with the eighty

thousand other people who accompanied the North Carolina party on their visit to the Palace. This, of course, separated the party so thoroughly that it was not again united on that evening, although we frequently passed one another in strolling about the building.

The Secretary and two ladies of the party succeeded in finding standing-room in a compartment of the train filled with thirty of the children who were to take part in the ballet. The compartment was made to hold only twenty persons, but upon our entrance each girl immediately took another child upon her lap to politely make room for "the Americans." They were pretty children in the main, though chiefly from the hovels of London. They were shabbily dressed, and were taking advantage of the time of the ride to enjoy a light lunch of bread and bottled sarsaparilla. We are not likely to forget the sarsaparilla, for one of the bottles prematurely exploded and sprinkled "the Americans" liberally with its contents before its mouth could be accurately pointed down the throat of some little girl. We spent the hour of the ride in getting an insight into the lives of those little children. They talked freely, and each brief history and condition of life was willingly and clearly given to us.

As the train pulled into Sydenham Station we parted from our little friends of the operetta with many an injunction from them to us that we would "please look out for me in the ballet."

The Crystal Palace is built wholly of iron and glass. The main structure and central hall is a third of a mile long, and in addition to this there are two wings, each near six hundred feet in length, then a colonade over seven miles long. The immense building was opened in 1854, and its cost was over \$7,500,000.

The Palace is reached from the railway station through a walkway under-ground, called the glass arcade, seven

hundred and twenty feet long, from which we emerge into the main transept, and the magnificent first view of the main building is indeed surprising and charming. We stood under a glass archway over a hundred feet high, while all about us is a lovely combination scene of green foliage, flowers and gigantic plants modestly shielding hundreds of fine sculptured figures which seemed to peep at us from their leafy hiding places. The lingering rays of the setting sun fell upon the crystal roof, giving it the appearance of burnished gold. There are great numbers of booths for the sale of small wares and fruits, and restaurants are everywhere.

We had arrived early before the great crowd, and thus were enabled to secure most desirable seats in the Handel Orchestra which accommodates four thousand persons. Just in front of us, towering high towards the roof, is the celebrated organ of four thousand three hundred and eighty-four pipes, which cost \$30,000. It is worked by hydraulic machinery, and the full volume of its tone almost lifted us from the seats. The banks of seats which command a view of the great stage provide for fourteen thousand spectators, and in less than thirty minutes after our arrival every seat was filled, and thousands of people were standing and walking about the open space in the centre.

The amusements began with an interesting performance by about a dozen very cleverly trained elephants. Then came the lighting up of the immense glass building. The gas jets are all enclosed in little glass cups of various colors. The lighting was not all done at once, but gradually, and it was intensely interesting to watch the flame flashing along the pipes into the colored shades slowly forming most beautiful designs, including stars, wreaths, butterflies, lilies, rainbows and graceful scrolls. The Palace was soon a gorgeous illumination, surpassing anything of the kind in beauty that we had ever seen.

Then came the delightful operetta of "The Golden Dream," and as the great stage filled with the hundreds of airy fairies we looked long and carefully for our little acquaintances of the evening, but in vain. The glittering costumes, spangles, transparent wings, and wavy blonde tresses, had so changed the appearance of the little girls that they were beyond our recognition. We were sorry that we could not identify them.

At the close of the operetta the national anthem, "God Save the Queen," was grandly sung by a choir of three thousand trained voices, the deep tones of the great organ accompanying the singers. It is a rule in England that every entertainment shall conclude with their national anthem, either played or sung by the performers.

After the operetta the vast crowd repaired to the lake just in rear of the Palace to witness the display of fireworks. There are two wonderful fountains in the lake which are said to be the largest and finest in the world. When they are in full play they throw one hundred and twenty thousand gallons of water each minute in streams two hundred and eighty feet high! The fireworks were not so grand as we have seen at Coney Island; therefore, during the display we refreshed ourselves with ice cream from the restaurant. The concluding pieces, however, representing fire portraits of Princess Louise and the Earl of Fife, the Royal bride and groom, were exceedingly fine.

There are in the Palace many art galleries and museums, including curiosities of antiquity from Italy, Egypt, and other interesting countries, but as we had just visited the British and Kensington Museums these smaller exhibits failed to excite our usual interest. Therefore, we took one of the earlier trains, about 11:30 P. M., and were soon restfully sleeping away the fatigue of a busy and memorable week preparatory to the quieter work of the coming Sabbath day.

DR. CURRY BEFORE THE GENERAL ASSEMBLY.

Upon special resolutions of invitation from the Legislature of North Carolina to Rev. J. L. M. Curry, LL.D., this popular and distinguished educator addressed a joint session of the General Assembly on Wednesday morning, January 21st, upon the subject of "Public Education."

Although the time set for the address was at an hour somewhat inconvenient and early in the morning—10 o'clock—the Hall of Representatives was filled, while the lobbies and galleries were crowded with the most intelligent people of the community, all eager to listen to the enthusiastic words of the eloquent speaker. The young ladies and teachers of St. Mary's School attended in full force, and their charming presence added inspiration to the occasion, and perhaps stimulated the distinguished speaker to greater eloquence in his appeal for State aid in the education of the girls of North Carolina.

Gov. Daniel G. Fowle, in utterances of thrilling and sympathetic eloquence, introduced the speaker to the audience.

Dr. Curry is a true Southern man, and his every thought and desire is to see the South take the very highest possible position in the education of her children.

By his earnestness and grace of manners he secured the close attention of his audience at the outset, and that attention was not lost even for a single moment of the two hours during which he earnestly reasoned with the legal representatives of the people in behalf of increased educational facilities for the boys and girls of North Carolina.

Dr. Curry is a strong advocate of co-education of the boys and girls. He asserts that the University will never reach the full measure of its usefulness until it opens its doors for the admission of girls as students. The same is

true of Wake Forest, Davidson and Trinity Colleges. They will all have it to do ere long, and they may as well yield gracefully to the inevitable and open their doors to the girls now.

His appeal in behalf of the "State Normal and Industrial School for Young Women," was specially strong, eloquent and touching, and to him is due much of the success in the final passage of the bill by the General Assembly establishing this school.

NORTH CAROLINA PUBLIC SCHOOLS.

In nothing has North Carolina made greater progress during the past decade than in her support of public schools.

Her increase of taxation for educational purposes has been much more rapid than her increasing valuation of property. The State has not been "blowing her own trumpet," as is the custom with some States north of us, but (begging pardon for using a little popular slang which is the best expression of our idea,) North Carolina "got there all the same."

In 1880 our total public school fund from taxation was \$412,771; in 1890 it was \$721,756.38, an increase of \$308,985 in ten years. In 1889 the fund was \$679,944.04, thus showing an increase of \$41,812.34 *in one year*. Is not North Carolina moving right ahead and doing her duty nobly? Do these figures look as if the State was not making rapid progress in the matter of public education? Can any other Southern State make a better showing?

In the public schools of North Carolina there are 203,100 children actually attending. The people pay annually in taxation over \$3.50 for the education of each one of those children. Isn't this a very liberal appropriation?

It is difficult to find in any section of North Carolina a man or woman who cannot read and write, yet the fraudulent census of 1880 makes it appear that there are 192,000 white persons in this State above ten years of age who cannot read or write! The TEACHER does not believe a single word of this statement to be true. A statement more false could scarcely be made. It is our opinion that as many white persons can be found in Massachusetts or Connecticut who cannot read or write as can be found in North Carolina, and yet how different are the so-called illiteracy statistics of Massachusetts and North Carolina!

The total expenditure for public schools in North Carolina during 1890, including the special taxation for the graded schools in our cities and large towns, will reach \$800,000, which is a per capita appropriation of \$4 for all the children who actually attended the public schools.

Can any person say with truth that North Carolina has not made progress—yes, wonderful progress in public school matters? We think not.

In addition to this \$800,000 the State has spent \$4,000 for Teachers' Institutes for the white teachers and \$7,000 for normal schools for the Negroes; besides this, \$20,000 annually for the University, \$42,000 for the Institution for the Deaf and Dumb and the Blind, \$10,000 for Oxford Orphan Asylum, \$7,500 for the Agricultural and Mechanical College, and has just appropriated \$6,000 for a Normal and Industrial School for Women. Is North Carolina doing so little for public schools? We think not.

We want to do even better than this, and intend to improve on this record, and we do not want to see a humbug of a United States census continue to do North Carolina such gross injustice in the matter of public schools, and, Ananias-like, publish that about one-fifth of the people of North Carolina are unable to read and write. It is time that such official lying and slander should come to an end.

THERE IS NO "NEW" SOUTH.

Southern teachers should always remember that the war which began in 1861 and ended in 1865, was "The War Between the States," and was not in any sense a "Rebellion."

The man who calls that war a "Rebellion" is no Southern man or friend to the South, and the United States histories which speak of the War Between the States as "The Rebellion," and the Confederate soldiers as "Rebels," should not be used in any Southern school.

Let us also remember that when General Lee surrendered his army of 8,000 men at Appomattox this country again became the same grand "South" that it had always been.

This is no "New South" simply because a few Northern people have established manufactories in our country, or because some slaves have been set free. No Northern capital has yet been invested here purely for the love of the South, but solely for the purpose of receiving a more profitable return from that capital than if it had been invested in the North or West. We hope every investment here will be profitable, but we do not propose to have our country nick-named the "New South" for the sake of the foreign capital, or upon the whim of the new comers.

It is not a "New South," or any other kind of South to us, but simply "The South," and her institutions and interests will always remain peculiar to ourselves.

The term "New South" was applied to our country in derision by our Northern and Western enemies, intimating that the war had changed all our institutions. The intimation is false, and we most emphatically reject the new name. The South has not changed her politics or religion, nor does she propose to change her name at present, or permit anybody else to do so.

We are thoroughly wedded to the ways of our beloved Dixie land, and always intend to be, therefore we do not need any missionaries, educational, journalistic, political or religious, to re-christen our country.

The South has in no manner changed since 1861 so as to adopt a new name; we have here the same glorious climate, rich soil, unequaled society, unlimited mineral and timber wealth, extensive coal fields, water-power, health-giving springs, and many other treasures which have been here for centuries.

If foreign capital wants to help us develop these grand resources we have no objection, but we do not favor selling out our Southern country and the name by which we love it, for the sake of this capital. Our Southern birth-right is worth more to Southern people than a "mess of potage." 'Tis true that some of our best men have used the words "New South" in speeches and public addresses, and they have also used the term "Solid South," but we have not heard of any convention of our people accepting either of these terms as the future name of our country.

The South is rapidly recovering from her immense losses by the war, and is again getting rich and powerful. While financial panics, crashes and excitements affect Wall Street and the entire "New North," the great South is peacefully enjoying the blessings and comforts of "plenty of money," which are secured by our vast crops and mineral developments in spite of being compelled to pay \$60,000,000 annually for pensions to Northern soldiers.

It should be the special pleasure, as it is the patriotic duty, of every Southern teacher to inculcate in the heart of every child of our country a strong and abiding love for this glorious Dixie land, and an unwavering faith in THE SOUTH, her past and present greatness and grandeur, and her magnificent possibilities for the future.

THE SPELLING-BOOK FOREVER.

BY S. R. CASIM.

Shall we have the spelling-book? is the question of the hour. While this engages the attention of all of us "literary fellers," every other controversy must be in abeyance. College men must not urge that prominence be given to the study of Latin and Greek words; philologists must stop their clamor about the Anglo-Saxon restoration, and the spelling reformers must content themselves with a system illustrated by the *Chicago Times*, *Phonetic Journal* and Josh Billings. Men of letters are at sea until the decision is made, and certainly if "wise men know not their counters, fools may well regard their money as spurious."

But what need of debate or argument when the spelling-book still lives and reigns. Other books may disappear, but the blue-backed speller, like the poor, "is always with us."

Nations have risen and fallen, generations have passed away, and all things have changed step to the music of so-called progress save one. Progress has expelled all systems of instruction except that of spelling, and has called into requisition the ingenuity of the inventor and cleverness of the artisan. Steam has quickened the spread of intelligence, the telegraph has made neighbors of distant nations, and the telephone now enables the busy man to be almost ubiquitous.

Change shows in everything save one—the blue-back speller holds the fort and its flag is still there. All our quondam, tedious friends of years ago rest undisturbed on dusty book-shelves, except the spelling-book of our dads. It may be, perhaps, in an ill-fitting dress of other colors than its wonted blue, but its polysyllabic words stand in unchanged dress parade.

Could the old man who longs to turn "time backward in its flight" and be a boy again, be now seated in the old country school-house in the swamp, he would be lost in his changed surroundings. He would look in vain for the ungainly chunks of chalk, the treacherous goose-quill pen, the sluggish ink of soot and vinegar. The figures of the old "double rule of three" would waltz before his astonished gaze in positions of graceful proportion. He would in no text-book find the well remembered question of the number of square miles on the earth's surface, the location of the Ganoily River or the Roodezand Mountains. Like Rip Van Winkle after his protracted nap, he would scarce know himself in the strange company of comfortable seats, steel pens, freely flowing ink and tapering chalk crayons; but, like the old sleeper, he would find one friend—the spelling-book of his boyhood days would still be there.

An attempt was made a few years since to teach spelling from a list of words obtained from the text-books in use, to use the words properly in sentences and to give the definition orally. To further impress the memory matches were had one day of each week, and the spelling bee buzzed in every school-house. These absurd methods and ridiculous exercises were continued with apparent good results until an examination, ordered by the school board of Orthograville, revealed the necessity of studying for examination purposes the very words from which the examination lists should be taken. The committee was divided, each member taking two subjects. He to whom the subject of spelling fell, not having at hand a list or a spelling-book, resorted to the dictionary and the daily papers. Nearly all the given words were mis-spelled, but the definitions and illustrative sentences were so original that, under the depressing circumstance of the applicant's never having before seen the words, that bad spelling was not counted. Witness the following :

Discrepancy—Definition, not decreped, aged. Sentences :
“The hand of discrepancy made its appearance and failure was their doom.” “He died of old age and discrepancy.”
“She has reached the age of discrepancy.”

Deciduous—Decided, act of deciding. Sentences : “It was a deciduous mistake.” “She is very deciduous about her lessons.” “Lemons are deciduous.”

Indenture—To indent, make an impression ; a hole or rough place. Sentences : “The indenture in the wall was small.” “The indenture was made with a hatchet.”

Equity—Goodness. Sentence : “He is full of equity.”

Pomace—Another word for pumpist ; one who mends water or gas pipes.

Relevant—Indulging in revelry.

Ubiquity—At will ; to be previous.

Irrigate—To make irritable. Sentences : “He often irrigates me.” “Do not irrigate the bruise by rubbing.”

Surfeit—Belonging to the surface. “The surfeit of the country is hilly.”

Domicile—Gentle animals that are kept around the house. Sentences : “His menagerie was very domicile.” “The domicile animals are kept in the house.”

Trend—A trough.

Coalesce—To sink into a bad state. “I coalesce with you in this matter.” “Mary made a statement which her friends immediately coalesced.” “He will coalesce into a bad state.”

Dialect—One’s memory. Sentence : “Your dialect is failing rapidly.”

Induration—To endure ; refers to time. Sentences : “The induration of twelve months had passed.” “The mob was an induration.”

Fallible—Pleasant ; great power ; can not fail. Sentences : “They are quite fallible in the presence of strangers.” “God is fallible, man is infallible.”

Had the examiner taken his words from the printed lists, more teachers and more principals would have gone forth into the school world *fully* equipped to teach the wonderful spelling of the wonderful English language; but

“Of all sad words of tongue or pen,
The saddest are these, ‘it might have been.’”

The many failures in this examination emphasize the thought running through our pedagogical minds, that to have more direct teaching and better examinations we must confine our teaching to the limits of a convenient sized book. That book should be as nearly as possible the counterpart of the old spelling-book.

In conclusion be pleased to enter our earnest protest against any attempt to supplant the “blue-back speller.”—*Ed. Courant.*

HINTS TO YOUNG TEACHERS.

Be punctual. You cannot enforce punctuality on others unless you set an example of it yourself.

Keep a cheerful countenance; your face is a looking-glass, and should give only pleasant reflections. It costs no more to look good-humored than to look glum, and it will add seven years to your life. If you must put on a sour face, and wrinkle your brows, and let down the corners of your mouth, let it be in the dark, where no one will suffer from it but yourself.

Avoid forming the habit of fault-finding and scolding. Never withhold approbation when you can give it conscientiously. Never find fault, unless compelled to do so. The withholding of praise will soon be regarded as an expression of displeasure. So you will save time and temper.

Give but few orders; see that they are obeyed promptly and fully. Give directions to a class in a firm and decided

tone, loud enough (and only loud enough) to be heard by all concerned, the tone being that of command: disobedience will be a breach of discipline. Directions to an individual are better given in the form of a request, the tone being that of courtesy: disobedience will be a breach of good manners. "Attention, class; close books; take up slates. John, have the goodness to raise the window next you."

Keep your class well in hand; stir up the indolent; restrain the restless; give your instructions to the class, not to an individual. The class is the teacher's unit. The point to be gained is that every member of it shall be occupied with the same thoughts at the same time. Call occasionally for a general answer from the class by way of keeping them awake. Let the class answer by a show of hands, and call on *one* to answer orally. Never let two speak at once (except in concert recitations), nor *one*, unless he has received permission.

Give short lessons. Try to have them well recited. If you fail, and find that the majority of the class are badly prepared, inflict the usual penalty at once; drop the form of recitation, and *teach* the subject-matter of the lesson *viva voce*. You only waste time and temper by pumping a dry well.

If, owing to the weather, or your headache, or the weariness of the pupils, or any other "circumstances beyond your control," you cannot fix the attention of the class on the lesson, stop; change the subject; take five minutes for calisthenics, if the weather is cool, or a song, if it is warm; give them a conundrum, or tell them a story; do something, anything, that will bring the thoughts of all the class into one channel, and then resume your lesson. Never allow yourself to talk to a restless and inattentive class; and, remember, the restlessness and inattention may be as much your fault as theirs.

Order is essential, but it should not be your primary object. Order is to teaching what the shadow is to the substance—an accompaniment, a sign, an effect—not a cause. If a school is well taught, good order necessarily follows. But a teacher, well armed, may have good external order, and do no good teaching. Such order is not "Heaven's first law." The more perfect the order in a badly-taught school, the worse it is for the scholars. Perfect silence, unbroken stillness, are not in themselves desirable for young children, however necessary they may be for good school-work. A good teacher will rather seek to produce them as the results of good teaching than to enforce them as conditions precedent to teaching. Maintain no more and no less order than is necessary to enable teachers and pupils to do their work efficiently. The mind cannot work to advantage unless free from external constraint and internal anxiety. Be careful, therefore, to make your pupils feel at home. Do not drive, habitually, with a tight rein, but be ready to pull up at a moment's warning—*Philadelphia Teacher*.

LANGUAGE OF STAMPS.

"Stamp language" is used by lovers who are under close surveillance. Inverted position means "I doubt you"; horizontal (head to right), "I love you truly"; horizontal (head to left), "Do you reciprocate"? diagonally, "Meet me at usual time and place"; diagonally inverted, "How do the old folks regard me"? The left hand upper corner is used to answer in the affirmative or favorably the signals in the right by placing the stamp in a corresponding position.

IN THE SCHOOL-ROOM.

A NEW EDUCATIONAL ASSOCIATION.

Victor M. Berthold, in the December number of the *Popular Science Monthly*, calls vigorously for the organization of a New Educational Association. For what purpose think you? For purposes of reform; for the reform of a definite evil. And what think you that evil is? Oral spelling? No. The multiplication table? No. The Teaching of the a, b, c's? No; but to reform the present absurd methods of teaching reading by the "word method." As there are 40,000 words in the language, aside from their derivatives, compounds and grammatical formations, he regards it as the most ridiculous of all ridiculous things to expect a child to learn every word by itself.

He says that by the word method the child is not taught the vowels or consonants, is not taught the make-up of words, is not taught the roots, prefixes or suffixes of the most important words. He says that he has observed the modern method somewhat, and it is all confusion, with neither science, sense, nor art behind it; that they "grope in utter darkness."

The new society of outraged parents is to be organized in order to secure united action "to bring sufficient pressure upon school boards to abolish the method now used in the public schools to teach children reading, and to consider ways and means to accomplish this purpose." It is well to know what is in store for those who think the "word method" is to usher in the millenium.—*Journal of Education*.

THE BEST TEXT-BOOK ON MORALS.

EDITOR NORTH CAROLINA TEACHER:

I was surprised at the call in the last TEACHER for "a first-class text-book on morals." I thought we had such a work, viz., *The Book*, by the *Great Teacher*. The Author certainly "knows his subject;" "the work has been written with the utmost care;" its chapters are "sharp, short, easy to teach and easy to understand," and it may be had for even less than "forty or fifty cents."

I heartily endorse the suggestion that State Boards of Education should require it to be used in all schools within their jurisdiction, and that private schools should also introduce the book at once, if they have not done so before.

Some North Carolina teacher might prepare a book of appropriate *quotations* from this for the convenience of those who prefer it, but *alas! for the youth of our land when the work of mortal man shall usurp its place.*

W. A. C.

[We fully agree with our correspondent in the statement that the Bible sets forth all that is good or necessary for mankind, but its laws and counsels are more particularly a *religion* than a code of morals. Besides, State Boards of Education will not order the Bible to be used in the public schools as a text-book; it is not easy to understand or to teach (we must beg leave to differ with our friend "W. A. C."), as is evidenced by the fact that there are already one hundred and sixty organized religious denominations which are teaching vastly different things from the same Bible! It would be difficult for us to use the Bible alone as a text-book on morals without shaping our teaching to suit our own peculiar religious opinions—that duty belongs to the various Christian churches and not to the public schools.

The work which we need as a text-book of morals for schools should clearly set forth the true relation of a child to its parents, its associates, its country and its Creator so far as may promote happiness, and honesty of life and good citizenship.—EDITOR.]

THE BIG-HEADED BOY.

(RECITATION.)

Oh, the big-headed boy ! who knows more than his pa,
And gives advice free to his ignorant old ma;
Who the whole tree of knowledge has robbed of its fruit,
And torn up its withered old stump by the root;
Oh, the goddess of wisdom smiles blandly and coy
On the deep, spacious brow of the big-headed boy !

The big-headed boy, though he's scarcely sixteen,
With octogenarian wisdom is lean,
The wealth of his knowledge he gives without price,
This munificent slinger of generous advice !
From his fountain of wisdom he raineth with joy
On the just and the unjust—the big-headed boy !

Oh, the big-headed boy ! what a darkness and dearth
Should the light of his knowledge be quenched from the
earth !

How we should be left in the darkness of doubt
As Moses was left when the light went out !
That the world wobble on without further annoy,
May he live to direct it—the big-headed boy.

—*Selected.*

ATTENDANCE.

You should use every practical means to increase the enrollment and the average attendance in your school. Sometimes by visiting families who do not give their children the benefits of the school you may awaken their interest. Then, if possible, win the affections of the children and arouse them to a desire for knowledge. Make your school-room attractive and all your instruction fresh and full of life. A dull, stupid, time-serving teacher will always have a low average attendance and secure but poor results. By efforts wisely directed you may have a school this winter that will be an honor to yourself and a blessing to the district you serve.—*Exchange*.

DO TEACHERS READ?

Teachers, do you read good literature? Have you made yourself familiar with the choicest literature of our language? The idea is rapidly gaining ground that pupils should not only be taught how to read, but what to read.

Let the young teacher resolve to teach reading and language at all hazards. Not only to teach the mechanical art of reading, but to lead pupils to love good reading.

No teacher will teach pupils to love good reading if she does not read good books herself. Let the crusade be preached. Let the horizon be broadened. Begin now, if you have not already begun, my dear teacher, to familiarize yourself with the best reading matter for youth. Read it, refer to it, talk about it, read selections from it to your pupils, secure it for your school libraries. The time it requires to do this will be saved to you by the greater ease with which your school work will be done. Your pupils will be more interested, will improve more rapidly and be governed more easily.—*Iowa Normal Monthly*.

GOOD LUCK AND BAD LUCK.

Good Luck is the gayest of all gay girls,
Long in one place she will not stay,
Back from her brow she strokes her curls,
Kisses you quick and flies away.

But Madam Bad Luck soberly comes
And stays—no fancy has she for flitting,
Snatches of true love songs she sings,
And sits by your bed and brings her knitting.
—John Hay.

BUSY WORK (?)

It is to be feared that much of the so-called "busy work" used by teachers has no end in view, other than to keep the child busy, and out of one kind of idleness by substituting in its place another kind.

Busy work which has for its only end and aim the keeping of the pupil quiet has no right in school. If the teacher has no other means and cannot utilize busy work to any better advantage than that, she would better send the pupil out doors to play. He will be more out of the road, and he may learn something in his games.

In the story of "The Evolution of Dodd," one of the first things to befall that unlucky youngster the first day of school was to be set at busy work with a number of beans. After a time, when the teacher passed back to see how "Dodd" was amusing himself with the beans, she was informed by the young hopeful that he had "eaten them all

up." Dodd had a keener appreciation of the use of beans than had his teacher.

A pupil is often told to write his slate full, and when he reports it as done he is told to erase it and write it over, and that without any inspection or criticism from the teacher. Work done by the pupil should be inspected by the teacher, and work not worth the inspection of the teacher is not worth the time of the pupil.

Busy work has its place in school, but its office is more than to keep a pupil quiet and amused. Unless it is directed to some purpose other than these, it has no right in the school-room.—*Central School Journal*.

COLLEGE TRAINING.

In a recent address, President Low, of Columbia College, said: "The college training of the present day fits a man for practical business to the extent that it develops his capacity for accurate thinking and expression, develops his powers of observation and reflection, and makes him appreciate that, if he knows but little, he has at least the capacity to learn through diligent attention to the work in hand. In addition to this, a college education, in giving to a man the right of eminent domain in the realm of literature, ancient and modern, enlarges the circle of his vision and makes him a man capable of broader sympathies. I look upon college education as a great opportunity."

NEVER BE ashamed to confess your ignorance, for the wisest man upon earth is ignorant of many things, inasmuch that what he knows is mere nothing in comparison with what he does not know. There cannot be a greater folly in the world than to suppose we know everything.

CLASSICAL DEPARTMENT.

All classical teachers throughout the State are cordially invited to contribute articles to this department.

HOW TO TEACH LATIN COMPOSITION.

The following extracts from the preface to Collier's Practical Latin Composition are so suggestive and withal entertaining that we make no apology for their reproduction in our pages :

“Fourteen years ago, in a paper on writing Latin read before an association of teachers, I quoted from Ascham's ‘Scholemaster,’ certain passages, to which, as I then said, I owed the suggestion of a pleasant and helpful method of teaching. I now quote the same passages again, because they strike in a quaint chord the key-notes of this little book :—

‘After the childe hath learned perfitlie the eight partes of speach, let him then learne the right joyning together of substantives with adjectives, the nowne with the verbe, the relative with the antecedent. And in learninge farther hys Syntaxis, by mine advice, he shall not use the common order in common scholes, for making of latines : whereby, the childe commonlie learneth, first, an evill choice of wordes, (and right choice of wordes, saith *Cæsar*, is the foundation of eloquence) than, a wrong placing of wordes: and lastlie, an ill framing of the sentence, with a perverse judgment, both of wordes and sentences. These faultes, taking once roote in the yougthe, be never, or hardlie, pluckt away in age. Moreover, there is no one thing, that hath

more, either dulled the wittes, or taken awaye the will of children from learning, then the care they have, to satisfie their masters, in making of latines. . . .

‘There is a waie touched in the first booke of *Cicero De Oratore*, which, wisely brought into scholes, truely taught, and constantly used, would not onely take wholly away this butcherlie feare in making of latines, but would also, with ease and pleasure, and in short time, as I know by good experience, worke a true choice and placing of wordes, a right ordering of sentences, an easie understanding of the tonge, a readiness to speake, a facilitie to write, a true judgment, both of his owne, and other mens doinges, what tonge so ever he doth use.

‘The waie is this. After the three Concordances learned, as I touched before, let the master read unto hym the Epistles of *Cicero*, gathered together and chosen out by *Sturmius*, for the capacitie of children.

‘First, let him teach the childe, cheerfullie and plainlie, the cause and matter of the letter : then, let him construe it into Englishe, so oft, as the childe may easilie carie awaie the understanding of it ; lastlie, parse it over perfitlie. This done thus, let the childe, by and by, both construe and parse it over againe : so, that it may appeare, that the childe douteth in nothing that his master taught him before. After this, the childe must take a paper booke, and sitting in some place, where no man shall prompe him, by him self, let him translate into Englishe his former lesson. Then shewing it to his master, let the master take from him his latin booke, and pausing an houre, at the least, then let the childe translate his owne English into latin againe, in an other paper booke. When the childe bringeth it, turned into latin, the master must compare it with *Tullies* booke, and laie them both together : and where the childe doth well, either in chosing, or true placing of

Tullies wordes, let the master praise him, and saie here ye do well. For I assure you, there is no such whetstone, to sharpen a good witte and encourage a will to learninge, as is praise.

‘But if the childe misse, either in forgetting a worde, or in chaunging a good with a worse, or misordering the sentence, I would not have the master, either froune or chide with him, if the childe have done his diligence, and used no trewardship therein. For I know by good experience, that a childe shall take more profit of two fautes, jentlie warned of then of foure thinges rightly hitt. For than, the master shall have good occasion to saie unto him: *Tullie* would have used such a worde, not this: *Tullie* would have placed this worde here, not there: would have used this case, this number, this person, this degree, this gender: he would have used this moode, this tens, this simple, rather than this compound: this adverbe here, not there: he would have ended the sentence with this verbe, not with that nowne or participle. . . .

‘Whan the Master shall compare *Tullies* booke with his Scholers translation, let the Master, at the first, lead and teach his scholer, to joyne the Rewles of his Grammer booke, with the examples of his present lesson, untill the Scholer, by him self, be hable to fetch out of his Grammer, everie Rewle for everie Example. So, as the Grammer booke be ever in the Scholers hand, and also used of him, as a Dictionarie, for everie present use. This is a lively and perfita waie of teaching of Rewles: where the common waie, used in common Scholes, to read the Grammer alone by it selfe, is tedious for the Master, hard for the Scholer, colde and uncomfortable for them both.’

“In these few paragraphs we have a method of teaching outlined in a clear, firm hand by one of the greatest of schoolmasters. A method proposed by a great teacher

should not in any case be lightly put by ; but Acham adds the testimony and support of his own practice ; 'I know,' he says, 'by good experience.' Still for three hundred years we have neglected the wise words of the old school-master and his straight and simple way, and have gone on beating about the bush, and 'making of latines' with the same beggarly results that Acham saw in his day. Books multiply, ingenious methods abound, teachers grind on with ever more painstaking, but somehow the children do not get ahead as they ought. The processes of education have grown too intricate and mechanical. We have theorized, and systematized, and organized, and directed, and refined, until there seems to be little room left for freedom, originality, or spontaneity. It is sometimes well to take a short turn back to first principles, to nature and common sense. This is what Acham did. The ingenious methods of the masters of his day, which no doubt were supported by excellent arguments, he cast aside; and while they taught the 'making of latines,' he taught his pupils to write Latin, and to read and understand Latin authors. He appears to have laid firm grasp of the principle that all elementary exercise in writing Latin must be based on a portion, however small, of the *ipsissima verba* of a Latin author. All the learner's material he must find there,—order, words, idioms, constructions ; in this way the learner is compelled to weigh the meanings of words, to mark attentively changes of form and turns of expression strange to his own tongue, to remember, to imitate, to reproduce."

G. T. W.

MISCELLANEOUS SELECTIONS.

IN THE VATICAN LIBRARY.—Among the treasures to be met with in these cases are not only a famous Terence, several famous Virgils, the Palatine Virgil among them, and

many other MSS. of the classics, but also what most students will turn to first, the world-famous MS. of the Greek Bible, the well-known, but little studied, Codex Vaticanus. This famous MS. has hitherto been so jealously guarded that even professed scholars have found it difficult to obtain more than a passing glimpse at it. More liberal counsels have now, however, come to prevail. Looked at merely as a piece of writing, the MS. is certainly singularly fine, the letters are clear, distinct, and well formed, and there is plenty of space between the lines, so that the reading of it becomes with a little practice by no means difficult. On one other treasure also to be found in the same case it remains to say a single word—the palimpsest copy, discovered by Cardinal Mai, of Cicero *De Republica*. The most interesting feature in this interesting fragment is the complete success with which the ancient underlying writing has been recovered. It is hardly possible to believe that the clear, well-defined letters before you have been covered up by other writing for perhaps a thousand years.—*The Guardian*.

DR. KENNEDY'S LATIN VERSE.—“The Rev. Dr. B. H. Kennedy, besides being a famous grammarian and a great head master,” says the *St. James's Gazette*, “belonged to the nearly extinct race of scholars who could write Latin and Greek verses with ease and grace. He himself was wont, as he tells us, to compose such verses ‘at odd times, in walking or riding or in bed’; and these amusements of his spare hours he found ‘not merely harmless, but wholesome to body and mind.’ A good instance of his facility in this respect is supplied by his metrical version of the following letter:

‘REVEREND SIR: You are requested to attend a meeting of the Bridge Committee on Saturday the 5th of November, at twelve o'clock, to consider Mr. Diffles's proposal for laying down gas pipes. We are, Rev. Sir,

Your obedient servants,

SMITH & SONS, *Solicitors*.’

“This dry circular was thus transformed by Kennedy into readable and harmonious elegiacs:

Concilio bonus intersis de ponte rogamus
Saturni sacro, vir reverende, die.
Nonæ, ne frustrere, dies erit ille Novembres,
Sextaque delectos convocat hora viros.
Carbonum luci suadet struxisse canales
Diphilus: ambigitur prosit an obsit opus.
Hæc tibi devincti Fabri. natusque paterque,
Actores socii, vir reverende, dabant.

“How many of the younger generation of Latin scholars would be capable of such pretty fooling?”

THE *Saturday Review* says: “In the *Sabrinæ Corolla* of 1850 there are many of Dr. Kennedy’s best pieces, all of them written with the simple elegance and perfect scholarship which marked his Latin and Greek style, and all of them asking to be quoted. But only a few lines can be given here. Swift’s well-known lines,

You beat your pate and fancy wit will come;
Knock as you will, there’s nobody at home,

seem to drop of their own accord into the obvious Latin:

Qui cerebrum pulsas venturaque grandia credis
Consilia, ah tandem desine; nemo domi est.

Here is “John Anderson my Jo, John”:

Pamphile, noster amor, primo mihi notus in ævo
Corvus eras crines, tempora marmor eras.
Nunc frons calva tibi, nivea est coma; sed mihi verna
Bruma tui capitis, Pamphile, noster amor.
Pamphile, noster amor, nos collem adscendimus una,
Et læti socios vidimus ire dies:
Nosque iter emensos nexis declive lacertis
Una quies junget, Pamphile, noster amor.

—*New York Evening Post.*

DEPARTMENT OF LITERATURE.

EDITED BY MISS LIZZIE BELLAMY, RALEIGH, N. C.

Contributions to this department are invited from all female teachers.

WOMAN IN HISTORY.

Since the first notes of the march of time were sounded from the spheres, has man been made the central figure of the world.

The records of time are full of the deeds of man—its pages are full of his name. Turn the leaves silently one by one and find there some dark and others bright, but now and then we turn to one brighter than all the rest. Look carefully down the page and about half way find there the name of woman—the one name which, written in letters of gold, sheds its influence “down the ringing grooves of change.”

Show me a country in whose history no woman has figured, and I will show you one of violence and misrule.

Until after the birth of Christ woman was a slave, and even to-day in some countries is a slave, a toy, or something worse than either. In Christian lands her nature is better understood, and culture and training have both widened her sphere and elevated her position. Was she not created equal with man, and, though by her disobedience caused his fall, was she not the first to atone for sin by being first at the sepulchre? Why, then, should she be considered inferior to him?

Until quite recently she received only the rudiments of an education, as she was not considered capable of grasping

the higher branches. Caroline Herschel was a woman, and yet few men have done more than she did for science.

Woman was certainly not made to fill the same position as man, he being the stronger was made to be the master and provider of things; she to be the central figure of the household, and to inspire the world to noble deeds. Ruskin says that women are answerable for every war or injustice, not that they provoke it, but because they do not prevent it. Men, by nature, will fight, and it is woman's duty to choose their cause for them.

"Home," it has been said, "is the heaven-appointed sphere of woman, and by teaching her Greek or mathematics she would desert her children for them."

A man has a public as well as a private duty—so has a woman. The family is not her only sphere. She has accomplished great good outside of the home. Why has not Rosa Bonheur, or any other woman who can paint a picture and do it well, the right to paint? Shall we condemn Florence Nightingale, Isabella of Spain, and even the women of our own country, and say that they were not doing their duty, and should have been in their homes when they were going to and fro among the wounded and dying soldiers, ministering to their wants and inspiring them with hope?

If woman can by her pen give noble thoughts to the world, why not let her write? Must the works of George Eliot, Madame DeStael, Mrs. Hemans, Mrs. Browning, and others, be thrown aside as worthless because written by women?

Nations have been ruled by women, and with all the firmness and precision of a man. In the sixteenth century Elizabeth sat on the throne of England. Never was a reign more prosperous and the nation more respected. No monarch has ever held the sceptre since that day who could sway

it like the woman who was wedded to her kingdom, and whose kingdom was wedded to her.

The Spaniards of to-day look back upon the reign of Isabella as the brightest era in their history. 'Twas through her influence that Columbus was enabled to make his voyage of discovery.

Do you still say that woman was created only to fill a private position and to be the shadow of man?

Coming to our own time we see England, the greatest nation on earth, ruled by a woman. It is England's proud boast that the sun never sets on the Queen's dominions. Her empire over the innumerable multitudes of a hundred nations has been almost undisturbed by civil war for half a century. No man ever had reign like this. In all these years against her there has been no serious charge of injustice. She has never been accused of using her great power for herself, and is this day loved and respected as is no other human being—she is a woman.

So, through all the years, have the pages of history been brightened by the name of woman. Many are known, but, ah ! how many unhonored heroines are there of humble life whose virtue is unrecorded. To bring to light the unknown heroines of all time is the greatest field for genius.

WORDS OF STRENGTH.

There are three lessons I would write,
Three words, as with a burning pen,
In tracings of eternal light,
Upon the hearts of men.

Have hope. Though clouds environ now,
And gladness hides her face in scorn,
Put thou the shadow from thy brow—
No night but hath its morn.

Have faith. Where'er thy bark is driven,
Thy calm's disport, the tempest's mirth—
Know this—God rates the hosts of heaven,
The inhabitants of earth.

Have love. Not love alone for one,
But man as man, thy brother call,
And scatter, like the circling sun,
Thy charities on all.

—*Frederick Schiller.*

SAYINGS OF THE WISE.

“THE SCHOLAR shames us by his bifold life. Whilst something higher than prudence is active, he is admirable; when common-sense is wanted, he is an encumbrance. Yesterday, Cæsar was not so great; to-day, Job is not so miserable. Yesterday, radiant with the light of an ideal world in which he lives, the first of men, and now oppressed by wants and by sickness, for which he must thank himself, none is so poor to do him reverence. He resembles the opium-eaters whom travelers describe as frequenting the bazaars of Constantinople, who skulk about all day, the most pitiful drivillers, yellow, emaciated, ragged, sneaking; then at evening, when the bazaars are open, they slink to the opium shop, swallow their morsel and become tranquil, glorious and great. And who has not seen the tragedy of imprudent genius struggling for years with paltry pecuniary difficulties, at last sinking, chilled, exhausted and fruitless, like a giant slaughtered by pins.”—*Emerson.*

“TO SPEND too much in studies is sloth; to use them too much for ornament is affectation; to make judgment wholly by their rules is the humor of a scholar; they perfect nature

and are perfected by experience; for natural abilities are like natural plants, they need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use, but that is a wisdom without them and above them, won by observation.”—*Francis Bacon*.

“BUT, INDEED, Conviction is worthless till it convert itself into Conduct. Nay, properly, Conviction is not possible till then; inasmuch as all speculation is by nature endless, formless, a vortex amid vortices: only, by a felt indubitable certainty of Experience, does it find any center to revolve around, and so fashion itself into a system. Most true is it, as a wise man teaches us, ‘that Doubt of any sort cannot be removed except by Action.’ On which ground, too, let him who gropes painfully in darkness or uncertain light, and prays vehemently that the dawn may ripen into day, lay this other precept well to heart, which to me was of invaluable service: ‘Do the duty which lies nearest thee, which thou knowest to be a Duty.’ Thy second Duty will already have become clearer.”—*Sartor Resartus*.

“THE ASSOCIATIONS of literature are a world of pleasure in themselves. The cultivated mind finds beauty and delight everywhere that its bright presence has lingered; its sympathies will cling to the barren rock or the most desolate hearth, where the shadow of genius has fallen and its footsteps have trod. Greece is something more than Greece to him; it is the land of Homer and of song, of Plato and of the Academy, of Phidias and of sculpture. Italy is not so much the seat of the Cæsars as it is the synonym of the Ciceros and the Virgils; and, more recently, of those great names in art which have been well said to be the admiration and despair of all modern successors. And so it is still;

for the truth is, that from genius embodying itself in literature there emanates an all-hallowing influence extending even to the inanimate of Nature. Whatever it touches it consecrates; whatever it breathes upon it rescues from oblivion. The hamlet, which but for this would never have looked out from its depth in the greenwood, has risen into the world's regard and becomes the Mecca and Medina of many a willing pilgrim."—*Old Book*.

EXTRACTS FROM TWO SERMONS OF THE TWENTIETH CENTURY.

(A PICTURE OF THE NEXT CENTURY.)

"If Nature, with her interminable fecundity, pours forth millions of human beings for whom there is no place on earth and no means of subsistence, what affair is that of ours, my brethren? We did not make them; we did not ask Nature to make them, and it is Nature's business to feed them, not yours or mine. Are we better than Nature? Are we wiser? Shall we rebuke the Great Mother by caring for those she has abandoned? If she intended that all men should be happy, why did she not make them so? She is omnipotent. She permits evil to exist, when with a breath of her mouth she could sweep it away forever. But it is part of her scheme of life. She is indifferent to the cries of distress which rise up to her in one undying wail from the face of the universe. With stony eyes the thousand-handed goddess sits, serene and merciless, in the midst of her worshipers, like a Hindoo idol. Her skirts are wet with blood; her creation is based on destruction; her lives live only by murder. The cruel images of the pagan are truer delineations of Nature than the figures which typify the impotent charity of Christendom—an exotic in the midst of an alien world."—*Cæsar's Column*.

(A PICTURE OF THE NINETEENTH CENTURY, BY ONE
LOOKING BACKWARD.)

“My friends, if you would see men again the beasts of prey they seemed in the nineteenth century, all you have to do is to restore the old social industrial system, which taught them to view their natural prey in their fellow-men, and find their gain in the loss of others.

No doubt it seems to you that no necessity, however dire, would have tempted you to subsist on what superior skill or strength enabled you to wrest from others equally needy. But suppose it were not merely your own life that you were responsible for. I know well that there must have been many a man among our ancestors who, if it had been merely a question of his own life, would sooner have given it up than nourished it by bread snatched from others. But this he was not permitted to do. * * * *

Though a man sought it carefully with tears, it was hard to find a way in which he could earn a living and provide for his family except by pressing in before some weaker rival and taking food from his mouth. Even the ministers of religion were not exempt from this cruel necessity.

* * * It is hard to understand the desperation with which men and women, who under other conditions, would have, full of gentleness and truth, fought and tore each other in the scramble for gold, when we realize what it meant to miss it, what poverty was in that day. For the body it was hunger and thirst, torment by heat and frost, in sickness neglect, in health unremitting toil; for the moral nature it meant oppression, contempt and the patient endurance of indignity, brutish associations from infancy, the loss of all the innocence of childhood, the grace of womanhood, the dignity of manhood; for the mind it meant the death of ignorance, torpor of all those faculties which distinguish us from brutes, the reduction of life to a round of bodily functions.”—*Looking Backward*.

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1890-'91.

OFFICERS:

CHARLES D. McIVER, President, Charlotte.
EUGENE G. HARRELL, Sec. and Treas., Raleigh.

VICE-PRESIDENTS:

- | | |
|--------------------------------|---------------------------------------|
| 1. Hugh Morson, Raleigh. | 5. J. A. Holmes, Chapel Hill. |
| 2. J. J. Blair, Winston. | 6. Alex. Graham, Charlotte. |
| 3. J. B. Brewer, Murfreesboro. | 7. Mrs. Annie McGilvary, Statesville. |
| 4. J. Y. Joyner, Goldsboro. | 8. Miss Rachel Brookfield, New Bern. |
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C. B. Denson, Raleigh.	E. McK. Goodwin, Raleigh.
L. D. Howell, Winston.	

COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Morehead City, N. C., Tuesday, June 16th, 1891, continuing to June 28th.

ASSEMBLY NOTES.

INVITE YOUR FRIENDS to accompany you to the Teachers' Assembly this summer to enjoy with you the rest, recreation and delights of the occasion.

OUR EDUCATIONAL EXPOSITION is growing rapidly in magnitude and interest. There are a number of new entries for the exhibit in June, which will be of special interest to teachers.

THERE ARE already several entries for the Declamation Medal, also for the Music Medal. These contests will be exceedingly interesting occasions, and the college which wins the laurels may well be proud of its victory.

THE SECRETARY IS already issuing Certificates of Membership for the session of 1891, and they have been sent into Virginia, Tennessee and South Carolina. We expect to have a larger number of teachers from other States to meet with us this summer than ever before.

IT IS EXPECTED that the city Graded Schools of the State will each make a full exhibit of their work in the Exposition during the session of the Assembly. The public schools in the country look to the city Graded Schools as leaders in educational work, and they will be greatly interested in these exhibits.

PEACE INSTITUTE has engaged an entire room in the Assembly Building for their large Art Exhibit in the Educational Exposition. The State Agricultural and Mechanical College will also make such a full exhibit of the practical and industrial work of that institution as will likewise require an entire room for the display.

MESSRS. FOSTER BROTHERS will again be proprietors of the Atlantic Hotel, and we are sure that this information will give pleasure to every member of the Assembly. These courteous and accommodating gentlemen, by their excellent treatment of the Assembly in former years, have made thousands of friends among that organization.

THE EXECUTIVE COMMITTEE expects each city Graded School in the State to make an exhibit of its work in the Educational Exposition in June. The Graded Schools of other States made extensive and interesting exhibits at the annual meetings of their State Teachers' Associations, and we believe that our schools are as good as any others in the South.

IF YOU WOULD like to make any suggestions as to the programme of the coming session, please advise the Secretary at once. The programme committee are determined to make this the most interesting and valuable session of the Assembly, and they will be glad to receive suggestions as to what subjects will be of greatest importance to the teachers.

IT WILL GIVE great pleasure to the teachers of North Carolina to know that HON. WILLIAM T. HARRIS, LL. D., United States Commissioner of Education, has accepted our invitation to be present at Morehead City during the coming session of the Assembly. The address by this, the most distinguished educator in America, will be indeed a rare and greatly appreciated intellectual feast.

THE TEACHERS of North Carolina and their friends are already beginning to enjoy in anticipation the grand and delightful re-union at the seaside in June. The deep surging of the Atlantic Ocean, the restless rolling of the surf, the whistling of the invigorating sea breezes and the swelling of the white wings of the graceful sharpies all come pleasantly to mind, and add to the expected pleasures of the coming session of the Assembly.

IT IS CONCEDED by everybody that North Carolina has the best and largest State organization of teachers to be found in the Union. No other State in America can hold its teachers longer than three or four days in a meeting. North Carolina teachers, to the number of two thousand or more remain together for two weeks each summer in most delightful social intercourse, while a daily programme of educational work is provided which is equal in value and interest to any other educational programme which has ever come to our knowledge.

THIS IS A year of prosperity in the South, particularly in North Carolina. Good crops on the farms; fair prices for

the cotton; good schools and more money for the teachers. Under all these favorable circumstances let us have a grander and larger meeting than the 'Teachers' Assembly has ever known. If you have never before attended a session be sure to attend this time. If you have attended all previous sessions don't fail to be present at this one in June. No ambitious teacher can afford to be absent from Morehead City on June 16th, when the brotherhood will assemble, for in many ways it will be the most important and profitable meeting the brotherhood has ever held in North Carolina.

IT IS SPECIALLY desired that teachers will discuss the subjects under consideration at the daily sessions of the Assembly. A two minutes enthusiastic speech is worth a written paper an hour long, and it also has more weight in the discussion. The Executive Committee has decided not to give any off-hand speaker more than ten minutes time and the written papers only twenty minutes. The Assembly has a habit of giving close attention to the evening lectures for only *forty minutes*. It is specially requested that all speakers will confine their remarks to the time allowed them. At the daily morning sessions of the Assembly the president will promptly "call time" on all speakers. More educational meetings have been killed by long-winded papers than from any other cause. The demand of the age is condensation of thoughts and ideas, and there has never yet been delivered a two hours' address which could not have been condensed into forty minutes without losing any of its force or merit. Short speeches always hit the mark, long ones never.

EDITORIAL.

WE SINCERELY THANK the press of North Carolina for their many kind expressions concerning the value and usefulness of THE TEACHER.

WE HOPE THAT our friends will pardon any shortcomings in this number of THE TEACHER as it is edited from the sunny Sands of Cuba, where the editor is briefly sojourning.

IF THERE IS a school in North Carolina that is not prospering this season we have yet to hear of it. This may be appropriately called the "Educational Era" in North Carolina.

THE PUBLISHERS OF THE TEACHER have in preparation a text-book for schools on "Right Doing and Gentle Manners." The book is being written by one of the most eminent scholars of our State, and we believe that it will be just the thing that is so greatly needed upon this important subject of morals.

THE NORTH CAROLINA TEACHER professes to be the organ of everything *educational* in the South, especially in North Carolina. Whatever movement, association, or organization tends to promote the prosperity of our schools, improve our teachers, or lead our people to a higher intellectual development finds a strong and true friend in THE TEACHER.

ONE OF THE MOST valuable and helpful little manuals for teachers that we have ever seen is "Beer's Talks with Pupils." The book contains material enough to instruct and interest your school for an entire term. The "Talks" will awaken a new zeal on the part of your pupils and suggest new lines of thought and an increased desire for infor-

mation. We have made arrangements with Prof. Beer by which we can send a copy of the "Talks" free, post paid, to every person who sends us one dollar in advance for a year's subscription to THE TEACHER. This offer is alike for new subscriptions or renewals.

THE POPULATION OF NORTH CAROLINA, as officially announced by the census of 1890, is 1,617,340. The nearest guess made by any of the readers of THE TEACHER was 1,620,000, by MISS SOPHIE H. SKINNER, of Edenton. This guess is, therefore, entitled to the GLOBE which was offered for the nearest guess, and the Globe has been forwarded to Miss Skinner. The other guesses which were nearest to the correct number were as follows: Mr. R. L. Moore, North Carolina, 1,620,681; Mr. Z. D. McWhorter, Jonesboro, 1,626,139; Rev. J. W. Holt, Burlington, 1,633,450; Mr. John F. Bradley, Gastonia, 1,699,999. The guess made by Miss Skinner was within 3,340 of the correct number, and that made by Mr. R. L. Moore was within 3,341 of the true number; thus the difference between the two nearest guesses was only *one*!

THIS IS AN IMPORTANT paragraph and answers many inquiries. To any person who desires to subscribe to THE NORTH CAROLINA TEACHER we will give as long a credit as may be wanted; but we never, under any circumstances, send out any premium unless the subscription has been *paid in advance*. This is our invariable rule. A subscriber who sends us \$1.00 is entitled to a copy of "Beer's Talks with Pupils," or "Evolution of Dodd," or "Six pieces of Vocal or Instrumental Music," or a "Fountain Pen." When \$1.50 is sent to us the subscriber is entitled to a set of "Dickens' Novels" or a set of "Waverly Novels" as may be preferred. These are our terms, and we have never authorized any of our agents to make any other offer than is herein clearly set forth. We have sent out to our

subscribers from Maryland to California, a large number of each of the premiums, and, so far as we have heard, they have given perfect satisfaction in every case.

IT IS ABSOLUTELY essential to good work that proper working tools be provided. No teachers can attain satisfactory success in the school room unless they are provided with a good map of North Carolina, a set of maps of the world, plenty of blackboard space and a medium size globe. The cost of these things is but a trifle when compared with their benefits to the teacher and the pupils. "Cobb's School Map of North Carolina" is priced \$4.50; "Maury's Wall Maps," per set of eight, are \$10.00; a first-class "Globe," eighteen inches, \$15.00; slated paper for Blackboards, by mail, \$1.00 per square yard; slated cloth \$1.25 per square yard. Induce your school committee to provide these indispensable things for your school room and a new interest and inspiration will be given to your work. Alfred Williams & Co., of Raleigh, will furnish any or all of these things at special low prices for schools.

THERE IS A steady and increasing demand in North Carolina for competent and experienced teachers, male and female. We receive many applications for teachers, both by letter and by telegram, and when we look over our long list of applicants for positions we find no one who can fill the place as designated. Some applicants teach only vocal music, others only instrumental music; some teach simply calisthenics and drawing, others, the English branches, but cannot teach music; some add music, but know nothing of Latin, and some teach only elementary branches, others only the higher studies. Thus it is that some deficiency debars each one from a permanent, pleasant and lucrative position. There is, however, a remedy for this misfortune. It is in the grasp of every teacher, and is simply this: Prepare yourself thoroughly to teach any branches which are

usually taught in the average public or private school in North Carolina, and you will never be without a good position. If Vocal and Instrumental Music is wanted, teach it; if Primary English is wanted, teach it; if Higher English is wanted, teach it; if Latin is wanted, teach it. Go to the Assembly at Morehead City in June, and you will be told how to prepare yourself as an efficient teacher. A whole day is to be given to the consideration of this most important matter.

ABOUT OUR TEACHERS AND SCHOOLS.

MR. D. E. G. PASOUR is teaching at Dallas.

MISS MAGGIE A. WALLACE is teaching at Rose Hill, Duplin County.

MR. J. B. PHILBECK is principal of the Academy at Gibson's Station.

MISS ANNE T. CLEGG has a very pleasant school at Pharsalia, Moore County.

THE ACADEMY at Youngsville, Franklin County, was destroyed by fire on February 3d.

MR. WILLIE H. CLENDENIN has a prospering school at Plain View, Robeson County.

MISS W. A. CARVER, of Sherwood, has taken a school at Alderman, Cumberland County.

MISS NORA KING, of Oxford, has been elected to a position as teacher in the Raleigh Graded Schools.

MR. J. L. KESTLER (Wake Forest College) has accepted a position as assistant teacher in the Raleigh Male Academy.

MR. M. D. MCNEILL took charge of the Academy at Cameron, Moore County, on February 1st, and the school will be successful in his hands.

THERE ARE three County Superintendents in the present House of Representatives. We feel sure that our school interests will be carefully guarded.

MR. MARION BUTLER, principal of the High School at Clinton, Sampson County, is serving his county as Senator in the present session of the Legislature.

THE YOUNG LADIES of St. Mary's School, Raleigh, gave a Musical Soiree on February 6th, complimentary to the General Assembly. It was a delightful occasion.

PEACE INSTITUTE, Raleigh, is "level full" of pupils. This famous and popular school has entered upon a new era of usefulness and prosperity under the energetic management of Prof. James Dinwiddie, the new president.

MISS EMMA WYNN, of Ridgeway, is teaching a prosperous school at Sutherland, North Carolina, with an enrollment of 100 pupils. Miss Wynn is an accomplished lady, and her patrons are delighted with her as a model teacher.

THE ACADEMY at Fair View, Buncombe County, under the principalship of Mr. D. L. Ellis and his accomplished wife, is enjoying a flood-tide of prosperity. The school is so popular with the people that it has already drawn several pupils to it from the Asheville Graded Schools. The enrollment is now one hundred and twenty-five, and it is steadily increasing. Mr. Ellis has been for several years the faithful and efficient chairman of the Teachers' Assembly Teachers' Bureau, and we rejoice in his present prosperity as something of a reward for the good work he has been so long doing towards aiding teachers in securing positions.

CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"
That one and one are always two;
But Cupid proves, with work so sly,
Some wondrous things that figures do.
And when he claims a teacher's hand
All rules of figures then are done,
Though two before the preacher stand
This one and one are ALWAYS ONE.

MISS MARY LINDSAY BATTLE, a teacher, of Lilesville, N. C., and MR. COLLIER COBB, a North Carolinian, now teaching at Harvard College, Mass., were married at Lilesville on January 27th, 1891.

ARE YOU A TEACHER?

YES?

THEN THIS IS WRITTEN TO YOU!

We want every teacher in this State to be a subscriber to THE NORTH CAROLINA TEACHER for the year 1891.

The subscription price is only **one dollar** for the year. We are perfectly willing to credit all teachers until they have a dollar to spare, but we want your names on our books **now**.

To each person who sends a dollar with the name we will give a copy of that remarkable teacher's book, "Evolution of Dodd," or six pieces of vocal or instrumental music. Besides, if, at the end of the year, you feel that you have not been helped very greatly by reading THE TEACHER you need not pay for it, or, if you have already done so, we will return the money or extend your subscription another year and let you try the magazine again.

THE TEACHER is a *live* journal of education, and we believe it will encourage you to do more thinking in your work. The teachers who think most do the best work and get the best pay. We do not require you to agree with us in regard to any method of teaching that we suggest or in any criticisms we may make upon some methods now being used; we only ask you to read THE TEACHER and then do just as the editor does — *think for yourself*.

THE TEACHER believes thoroughly in **the Old North State and her teachers**; it will try to be your best friend and defender at all times, and from all misrepresentations or slurs, no matter from whomsoever they may come. THE TEACHER shapes its own policy and line of thought; is most thoroughly independent, but by no means neutral; is mainly original, and will try to be generally right.

If you carry THE TEACHER to school with you in the morning it will be easy for you to do better teaching that day than you did the day before.

THE TEACHER is now regularly read by over seven thousand people in North Carolina and the Southern States. We want to have ten thousand readers before the end of 1891. If *you* are not now one of that number we want you to be. If you are already a subscriber to other educational journals, so much the better. Don't cut off any one of them, but *be sure* to add THE TEACHER to your list, for it will tell you things that will interest you and which cannot be found anywhere else.

The principal work of THE NORTH CAROLINA TEACHER is to secure a good school for every teacher and a good teacher for every school. We want you at all times to feel free to write to us for anything you want relating to professional work, and we will do our level best to aid you.

EUGENE G. HARRELL, Editor.

ALFRED WILLIAMS & CO., PUBLISHERS.

THE NORTH CAROLINA TEACHER.

VOL. VIII.

RALEIGH, MARCH, 1891.

No. 7.

EUGENE G. HARRELL,

Editor.

CAROLINA.

BY J. H. PEELE, OF NORTH CAROLINA.

Carolina, fairest land,
Beauties rare thy acres preen—
Snow-wreathed mountain, ocean strand,
Rolling hills and meadows green,
Emerald wood, sequestered shade,
Crystal stream and rustic glade.

Carolina, rich thou art
In natal wealth and hidden store,
Gold and iron mines impart
Ormu's opulence of yore.
Fragrant hay, autumnal fruit—
Pan and Ceres tune the lute.

Carolina, land of fame,
Noted for thy gallant great,
Who 'mid smoke and battle flame
Helped forge the nation's laureled fate;
Warriors bold and statesmen true,
To these immortal praise is due.

Carolina, glorious realm,
Thy craft, the staunchest on the sea,
Truth and virtue at the helm,
Plows the billows, grand and free;
Beaming eye, expansive brow,
None more pure and wise than thou.

North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

CHAPTER XVIII.

ENGLAND'S GREATEST PREACHERS.

CHURCHES AND CHAPELS—CATHEDRAL CUSTOMS—REV. CHARLES H. SPURGEON—ENGLAND'S FIRST SUNDAY NEWSPAPER—THE GREAT BAPTIST TABERNACLE—A MEMORABLE SERMON—A BIG CONGREGATION—THE CHIMES OF ST. PAUL'S CATHEDRAL—SERVICE AT THE CATHEDRAL—HYDE PARK PREACHERS—HYDE PARK CONCERT—CANON FARRAR—WINDSOR PALACE.

THE various places of religious worship in England are known as Cathedrals, Churches and Chapels. The two former belong solely to the Episcopal, or Church of England, and the buildings of all other religious denominations are known only as chapels, or, sometimes, tabernacles.

In the cathedrals you are surrounded by stone. Underneath your feet, around you and above you—nothing but stone. There is no soft, yielding carpet for you to walk upon, and no richly cushioned pews for you to rest in during the service. The seats are hard-bottom, straight-back chairs, which are generally piled to one side. You go to the pile and help yourself as you do to the steamer chairs on a boat. You can place the chair and sit anywhere you like without interference of the usual presiding deacon, usher or sexton. The only injunction laid upon you is a printed notice attached to the pillars—"Strangers must not walk about during the service."

The principal part of the cathedral service seems to be

the music by the choir and organist; and it is the only portion of the devotions to which four-fifths of the visiting worshippers give any attention. If the preacher is a man of unusual attainments or reputation most of the people discuss him while he preaches. A policeman is generally present to keep order if visitors become too noisy.

The bearing of an Englishman is most devout and respectful when in his church. He always takes off his hat when he enters the church for any purpose, whether on week-day or Sunday, and whoever accompanies him is obliged to do the same. He enters with enthusiasm into all the forms and ceremonies of the service. He doesn't, however, give undivided attention to the sermon, and we have seen many of them leave the church just as soon as the service was concluded.

All Christians in England who are not members of the Established Church are known as dissenters, and their places of worship not being consecrated to God with the prescribed forms, are not considered holy temples, hence the general term "chapels," as applied to all of them. The Methodist, Baptist, Congregationalist, Presbyterian and other dissenting denominations in England are simply "religious societies." They do not say "going to church," but it is "going to chapel." The churches and chapels are generally without bells, these being confined almost exclusively to the cathedrals and then mainly in the form of chimes.

Sunday is a quiet and orderly day in England, though it is not so strictly observed as in Scotland. There are fewer street cars and omnibuses than on week-days and they are run at longer intervals.

There have never been any Sunday editions of the newspapers issued, but the London edition of *The New York Herald* has just created a sensation in the city by publishing a Sunday paper. The first issue was on last Sunday

and the sales were small, because it will take some little time before the English people will be willing to commit so great sin as to read a newspaper on Sunday!

The enterprising *Herald*, however, had a bonanza to-day in the Sunday issue. It was a large, illustrated edition, containing full reports of the Royal wedding on yesterday, and a million copies were sold to-day.

At 4 o'clock this morning the *Herald* started from Euston Station the first special Sunday newspaper train ever run in Europe. The train distributed a hundred thousand copies of the paper between London and Liverpool, stopping less than thirty seconds at each station. It was an immense engine and moved like the wind over the rails, making the run of two hundred and ten miles, including stops, in less than four hours! The Sunday morning *Herald* was read by passengers from New York on the newly-arrived steamer, *Cumbria*, at Liverpool, before 8 o'clock a. m., and all England is astonished at the feat.

While sitting at breakfast on Sunday morning, July 28th, we discussed our plans for the day, finally deciding that we would endeavor to spend our Sunday in England by hearing the three greatest of living London preachers—REV. CHARLES H. SPURGEON in the morning at the Baptist Tabernacle; CANON LIDDON at St. Paul's Cathedral in the afternoon; and ARCHDEACON FARRAR in the evening at St. Margaret's Chapel, Westminster Abbey.

To secure desirable seats at Mr. Spurgeon's Tabernacle it is necessary to first obtain tickets of admission. These the Secretary had provided the day before and they consisted of a small envelope for holding a contribution to the work of the Baptist University and Orphanage, which is under Mr. Spurgeon's special charge and management. The permission to enter the Tabernacle by a side door before the time for the services is printed on the front of the envelope.

We left the hotel at 9 o'clock and took an omnibus, labeled "Elephant and Castle." This carried us five miles through the city, across the Thames to Newington Butts District, and landed us within half a block of one of the most celebrated places of religious worship in the world—SPURGEON'S TABERNACLE. We then had no difficulty in finding our way, for there was a great throng of people, all moving in the same direction, and we simply fell into the column to reach our destination.

Great numbers of cabs, carriages, omnibuses and street cars were landing their eager passengers in front of the Tabernacle long before the gates were opened.

The Tabernacle is a plain, classical building of immense proportions. It is located near the street and the front is enclosed by an iron railing, about twelve feet high. The gates open through this railing and they are all locked to the public until fifteen minutes to eleven o'clock. Members are admitted up to that time through two side gates, at each of which an officer of the church is stationed who is acquainted with all of the six thousand members. In the meantime a vast crowd of strangers and visitors gather in front of all the gates, awaiting the opening. Our tickets admitted us by a side entrance, and the Secretary informed the official that it was a party of American teachers who wanted a convenient position for seeing and hearing the famous preacher. This secured for us special courtesies from the usher, and we were stationed in the first gallery about twenty feet from the pulpit.

There are two galleries entirely circling the auditorium and the speaker's stand is on a level with the first gallery, and thus he has a good view of his entire audience. The accustomed seats of the members are reserved for them until five minutes to eleven o'clock, and all strangers are required to stand in the rear aisle until that time. This

gave us an excellent opportunity to watch the assembling of that vast congregation.

The hands of the clock pointed to 10:55 and there was a simultaneous movement towards the unoccupied places, and in less than thirty seconds every seat was filled and the stools were lowered from the ends of the pews into the aisles, and thus all vacant space disappeared as if by magic. Six thousand expectant people silently awaited the coming of the speaker.

It is no ordinary privilege to look into the faces of such a vast throng of people who are sitting still in a single room. We were impressed by the magnitude of that congregation, as each little movement usual with a religious assembly, but which is rarely noticed, was there swelled into a mighty volume, and even the slight changes of position became a rushing as of a hurricane. The preparatory clearing of throats of the thousands of people as a hymn was announced became as rumbling thunder. We realized the necessity of keeping motionless and quiet during the service.

At precisely eleven o'clock the door of the pastor's study at the rear of the platform softly opened and Mr. Spurgeon entered accompanied by eight of his deacons. The speaker walked immediately to the stand and the deacons seated themselves upon the platform just behind him. There were hundreds in that immense congregation who had known and loved Mr. Spurgeon for years by reputation but who had never before seen him, and their profound interest in him could be easily noticed in the intensity of their gaze upon him.

The preacher raised his hands, the audience bowed, and he led them in a fervent prayer for forty-five seconds. The act of bowing heads and resuming position gave forth a rustling noise like the falling of a heavy shower of rain upon a metal roof.

The ninety-second Psalm was read slowly and deliberately. The voice was low and strong and every word of the lesson was distinctly heard at the farthest point of the room. Mr. Spurgeon has a rich and powerful voice with an expression of eloquence peculiarly his own. He is fascinating and magnetic in style, manner, and earnestness, and never fails to hold the undivided attention of the vast congregations which fill the Tabernacle every Sunday. He is the greatest drawing preacher of any denomination now living.

He announced the hymn and waited for all to find the number, then he read the words and designated the tune to which it should be sung.

There is no organ in the church. The singing is led by a man who stands upon the platform by the side of the preacher, and he is assisted by a choir of some thirty members who sit below and just in front of the platform.

The congregation stood at a signal and sang. It was indeed congregational singing. Everybody sang or tried to sing. The tune was wholly new to thousands but it was easily learned, and under the enthusiastic influence of Mr. Spurgeon the singing was of a most inspiring order. We think that some of our party who had never sung before joined in this hymn and they sang it well, too.

He then read the "Ten Commandments" and briefly commented upon them, after which he offered a profoundly devout and impressive prayer. Special allusion was made to those who had crossed the ocean from America and were then worshipping God with his people, and the tender watchcare of heaven was invoked upon these strangers and their loved ones at home.

His text was taken from Exodus xx: 18-26,—his subject being "God's Care." The sermon was just twenty-two minutes long and it included such a marvelous originality

and power of thought that the audience was profoundly impressed.

Mr. Spurgeon is a stout Englishman, is suffering somewhat from gout and leaned firmly upon the stand while he spoke. There was almost perfect silence throughout the audience while the preacher was speaking, and no belated person was allowed to enter the room after the service had begun. This was an excellent plan and saved both congregation and preacher much annoyance; but it was hard on the woman who makes it a practice to go to church late so as to enlighten the audience as to her new bonnet or the latest style and material of her dress.

These sensible English Christian people have another excellent custom in their religious work. No person, pupil or teacher is allowed to enter the Sunday-school room during the opening exercises of the session. When the superintendent taps his bell all doors are closed and they remain closed until the recitation of the lessons begin. All tardy persons remain outside until the doors are again opened for admission. We commend this example to American Sunday-school superintendents. Having shut out the chronically tardy teachers and pupils for a few times will make them punctual in future at the opening of the school.

At the conclusion of the service Mr. Spurgeon and his deacons immediately retired to the pastor's study where the preacher sat at his desk and shook hands with hundreds of visitors who desired to speak to him, passing in a procession through the room. Our party also saw him in the study, and as he cordially clasped our hands he had a pleasant word for each person. He spoke of the invitation which he had received to visit the North Carolina Teachers' Assembly at Morehead City, in 1888, and expressed much regret at not having been physically able to accept

the invitation as was his sincere desire. He said he never expects to leave England now for any occasion.

The regular collection from the congregation that morning was some over £37 or about \$185, and the information was posted on a bulletin board in the vestibule of the building as we came out.

Rev. Charles H. Spurgeon is doing a great work in London through the various Christian enterprises which he has established and is most successfully managing. He is universally esteemed and beloved in England, and his influence is felt throughout the United Kingdom. Wherever his name is mentioned everybody has a kind word for him, and the realization that his life is such a useful one must be a source of great encouragement and happiness to him as it is gratifying to his millions of friends throughout the world.

Having secured a lunch with much difficulty, the restaurants being generally closed on Sunday after breakfast, we made our way to St. Paul's Cathedral. We sat in the court-yard for sometime before the service and enjoyed the splendid chimes which played for an hour. As we listened to such familiar American hymns as "Nearer, my God, to Thee," "Jesus, Lover of my Soul," and "Antioch," our thoughts and conversation naturally turned to persons, places and things "across the water," and the beloved home-land seemed to draw nearer to us and we are not sure that we were not just a little bit home-sick.

There was a great crowd at St. Paul's that afternoon and a large number of the people were strangers. The Dean of Windsor conducted the service and preached what we afterwards heard was a very fine sermon. Only those persons who are very near the speaker in the Cathedrals can hear anything that is said, and as we were some distance from him in the crowd we did not succeed in getting even the text or subject of the discourse, and for the want of

better occupation we spent the time in examining the beautiful stained glass windows and the magnificent work about the altar.

After leaving St. Paul we spent the remainder of the afternoon in Hyde Park until our dinner hour. It is estimated that there were some eighty thousand people in the Park on that afternoon, and the throng was made up mostly of women, children and courting couples. The couples made love to each other, the women retailed the gossip of the week and the children and dogs played upon the grass and in the beautiful lake.

About every hundred yards of distance along the principal road through the Park was a small crowd listening to some strolling out-door preacher. Many of those peripatetic exhorters are what we call "cranks" in America, and they talk in the most rambling and excited manner as if they were machines which were wound up and unable to stop until they had run down. Either the ground was very stony upon which they were sowing, or else the seed was worthless, for not the slightest impression was made upon anybody. The preacher did not seem to be at all surprised at this, and when he had made his set speech he spoke to no one but very unceremoniously and hurriedly put on his hat and walked away to some other portion of the Park for a new audience.

We strolled down to the band stand and enjoyed a most excellent concert by the Queen's Band. The band is a very fine one, comprising about sixty performers, but the music, though lovely indeed, we did not think quite equaled that made by the American Marine Band at Washington.

The concert comprised the following pieces and were announced on the slip handed to us:

HYDE PARK, SUNDAY AFTERNOON, JULY 28, 1889.

PROGRAMME OF MUSIC

WITH SEAT, TWOPENCE.

PARK BAND SOCIETY'S BAND.

- | | | |
|---|----------------------------------|----------------|
| 1 | MARCH—"The Devil on Earth" | Suppe |
| 2 | WALTZ—"Wiener Kinder" | |
| 3 | OVERTURE—"Zampa" | Herold |
| 4 | POLKA MAZURKA—"Rose of the Alps" | Edward Strauss |
| 5 | SONG WITHOUT WORD— | Mendelssohn |

No. 1. Orchestration, V. L. SHOTTON.

- | | | |
|----|--------------------------------------|----------------|
| 6. | PIZZICATO—"Sylvia" | Deslibes |
| 7 | WALTZ—"Southern Roses" | Johann Strauss |
| 8 | TORREADER ET ANDALOUSE—"Bal Costume" | Rubenstein |

INTERVAL.

- | | | |
|----|---|----------------|
| 9 | MARCH—"Kaiser Franz-Josef's Jubilee" | Edward Strauss |
| 10 | OVERTURE—"Ilka" | Doppler |
| 11 | WALTZ—"Lovely May" | V. L. Shotton |
| 12 | ENTR'ACTE—"The Dove" | Gounod |
| 13 | SELECTION—"Scotch AIRS" | Foster |
| 14 | WALTZ—"Pictures of Fancy" | Josef Strauss |
| 15 | TONSTUCK—"Nachtlichte Runde der Schwaarwache" | Jungmann |
| 16 | QUICK POLKA—"No Stoppage" | Edward Strauss |

NATIONAL ANTHEM.

Conductor - - - - Mr. V. L. SHOTTON.

The programme did not have much of a religious aspect unless the "saving clause" was possibly suggested by the first selection.

We were a little late in reaching St. Margaret's Chapel, at Westminster Abbey, owing to the long twilights in England which deceived us as to the hour. We succeeded, however, through the courtesy of the ushers, in obtaining comfortable seats.

This Chapel is the most prominent place of worship in London, as it is the place where the Royal family attend service. There pews for the Queen and her household are specially reserved and are never occupied by any other people. None of these distinguished persons were at church at this time, in fact the Royal family rarely attend

the service there, perhaps for the reason that Royalty, as is the case with most church choirs, considers that in all exhortations from the pulpit to people in general they are specially excepted. There is no recorded case of conversion among Royalty or the members of church choirs.

Archdeacon, F. W. Farrar, is the brainiest and most eloquent preacher in England. He is immensely popular, notwithstanding his recently expressed liberal views upon the subject of eternal punishment which considerably aroused the Established Church and also all other Christians. He is a noble looking man, and while he stood just in front of the tomb of Sir Walter Raleigh his sermon had a special interest to us. He made an appeal in aid of the charities of the parish at St. Margaret's Church, Westminster, and appropriately selected as the subject of his discourse the essence of religion, "Be doing good." "That," said the preacher, "was the essence of the religion of Christ. Love God, your Father, and man, your brother; that summed up the lessons inculcated in the Gospel of Jesus. Yet they found men who professed to be deeply religious, who were most particular in their attendance to all religious ceremonies, who lacked the essence of true religion. As early as the fourth century a Pagan writer declared that the Christians hated one another worse than wild beasts. And why was it? Because men carried into their religion their selfishness and evil passions. They mistook altogether the nature of true religion. They did not remember the command: "Do justice, have mercy, walk humbly with thy God." The basest nations, like mediæval Italy, were most devout in the outward practices of religion. Women like the poisoners and adulteresses of Italy in the Renaissance devoutly recited their beads, went to confession, worshiped the Blessed Virgin, partook of the Blessed Sacrament, adored the bread and wine as the body and blood of Christ,

but what did it all come to when they led lives of iniquity and sin.

“To-day men forget the terrible squalor and misery and Godlessness in which masses of their fellow creatures were living, while they found time for arguments as to the smallest details in forms of worship. It was wonderful how easy men found it to follow their own ideals of worship, and how difficult they found it to follow Christ's. On all sides they saw men men professing religion. But they cared not for the unhappy condition of others so long as they added to their wealth and increased their luxury. Their lives were like the barren tree, devoid of all fruit, stripped of all foliage, blighting even the humble grass beneath its shade. As a rule, the rich were those who gave least to the poor. They spent thousands of pounds over a personal whim and grudged five shillings for a charitable purpose. Many of them were going on their summer holidays. Let them think of the poor children whose lives were spent in crowded courts and alleys with no place to play but the dim streets of the city. Let them make for them that blessed sacrifice with which God is well pleased.”

Our Sunday in London has been more full of hard work it seems to us than any of the week days, judging from the fatigue which we felt when all the events of the day had ended and we were again at our hotel. But in such a wonderful and interesting country as this, although we return to our temporary domiciles more or less exhausted, all weariness soon vanishes when we think over all that we have seen and learned which will be a constant source of pleasure to us throughout the remainder of our lives.

A night of restful sleep, such as hard-worked and tired tourists with clear consciences towards all the world are fully entitled to and certain to receive, thoroughly refreshed us and by 9 o'clock on the following morning we were at the underground railway station buying tickets for a day's

visit to Windsor Palace, the winter home of Her Majesty Queen Victoria.

A live American girl was visiting Windsor Palace a few days ago and seeing a very handsomely dressed man passing near she hailed him and said:

“Porter, is there any chance to see the Queen to-day?”

The man replied in most courtly dignity: “I am the Prince of Wales!”

The girl, not at all abashed, answered: “Why, how lucky; Prince, can I see your mother to-day?”

The concluding act of that tragedy has not yet been reported.

Windsor Castle, the original building which was erected on the site of the present Palace, was built by William the Conqueror. Henry I and Henry II considerably enlarged the Castle. Later, Edward III, who was born there, destroyed the old Castle and caused a new one to be erected on the site. Each succeeding monarch made some alterations in the building each time extending it, until finally George IV began the most extensive alterations under the direction of the celebrated architect Sir Jeffrey Wyattville.

These restorations were completed by Queen Victoria who expended upwards of \$5,000,000 on the Palace. It is estimated that Windsor Palace in its present state represents an expenditure of over \$10,000,000, and it is the largest and most magnificent royal residence in the world.

When the Queen is absent, as is generally the case in the summer while she spends the time at Osborne on the English coast, or at Balmoral Castle in the north of Scotland, visitors are shown through Windsor Palace except the Queen's private apartments. Her Majesty was enjoying the ocean breezes at Osborne when we visited Windsor. Her absence was, no doubt, due to the fact that we forgot to send our cards before calling upon her.

THE BOY PUZZLE.

R. G. YOUNG, IN NEW ENGLAND JOURNAL OF EDUCATION.

The American people are proverbially fond of trying to unravel puzzles. Nearly every family paper has its puzzle department, over which hours are spent by old and young alike. Every few months some new puzzle is set afloat, and the craze for its solution sweeps the country as *la grippe* and the epizootic. Witness the run which the "14-15" puzzle had.

Teachers, no less than others, spend hours, and even days, in studying the mysterious combination or the peculiar arrangement necessary to solve the problem. But like epidemics and scourges, these vexing puzzles come, produce a fever of excitement, and in a few weeks or months pass away.

There is one puzzle, however, which, like the poor, "we have always with us." It is the "bad boy" in the school.

Like other puzzles, he forces himself upon the attention, but unlike them he is not easily disposed of. He is a mysterious combination—active, mischievous, naughty, and tricky; or, it may be, stupid, slow, ugly, and obstinate; and yet there is somewhere in this peculiar organization a hidden germ of manhood, which, if found and brought into contact with the warm spiritual nature of the earnest, sympathetic teacher, transforms this "school terror" into a bright, courteous, and thoughtful pupil.

Teachers, here is a puzzle worthy of your patient, persistent study. Find this hidden, neglected germ, stimulate it into a healthy, active growth, and you will save the boy from a life of shame, your school from a thousand annoyances, and fill your own soul with new delight. Unsolved it is a constant source of annoyance, a thorn in the flesh, a cloud in the sky, a canker, eating away at the founda-

tion upon which you are building the superstructure of your professional success.

This animated species of the genus hoodlum, gamin, or whatever he may be called, may be held in check if the teacher is sufficiently Napoleonic in her endeavors; but that is only a temporary adjustment for the accommodation of the school, and is of little or no value to the one having the greatest interest at stake—the boy. When this has been accomplished, the boy will have been robbed of his perversity; he will have noble ambitions; the current of his energies will have been directed into right channels, and there will have been planted in his nature a self-governing principle which will in time become strong enough to guide him safely through the strong temptations.

The ability to do this is one of the most valuable qualifications a teacher can possess. The teacher of ordinary ability can teach and control those who have a strong tendency to do right, but she who can lead the “bad boy” into right thinking and right doing is indeed a princess among teachers.

Many teachers concern themselves too much with the question, “How can I get rid of the troublesome factor?” and to this end they visit the superintendent or director, urging that the boy is incorrigible, a positive injury to the school, and hence ought to be dismissed. And so it often happens that, without a fair trial, the solution of the puzzle is given up, and the boy turned loose upon the street to prey upon society.

If teachers shall be held responsible for the sin of leaving undone what by patient, persistent effort might have been done, many will stand condemned. Happy that school whose teacher, realizing fully her responsibility, sets to work with a firm purpose and an honest heart to solve “the boy puzzle.”

[For The North Carolina Teacher.]

READING EXERCISES IN COUNTRY SCHOOLS.

BY CLAUDE G-----, OF NORTH CAROLINA.

One of the pleasant and successful features of my school work has been the Friday afternoon readings, which we have introduced instead of the old-time "speeches."

As my school is large, I cannot undertake to gather up twice, or even once a month, say twenty selections of *good* prose or poetry suitable for recitations, and as my pupils, for the most part, come from homes but scantily provided with literature, they would be almost entirely dependent upon their reading books, for the required "speech." It was the recollection of the dreary monotony of the oft-repeated "Try Me, Father, Try Me," "The Snow, the Snow, the Beautiful Snow!" "The Fox and the Stork," "The Boy and the Rain-drops," *et cetera*, of my own school days, which led me to adopt the reading plan.

I always give the school notice a week before.

If there are too many for one afternoon, I divide the readers into two clubs; but they like it better when all can read the same day; by all, I mean those who can read well in a third reader.

They make their own selections, with the help of home folks and friends. A short story (it *must* be short); a historical incident; sketch of a prominent character now before the public, as Henry M. Stanley; an account of some new invention or discovery, will be listened to with interest by both pupils and teacher. I do not at all object to a comic selection, nor do I hesitate to laugh if the incident is amusing. Children are hurt by a lack of *expressed appreciation* on the part of the older people, and how can a teacher show her sympathy with their tastes better than by a good laugh with them?

While the reading is going on school rules are not sus-

pended, but books are laid aside and perfectly quiet attention required. Here is such a good opportunity for impressing upon them the *ill breeding* shown by whispering, rattling papers, making signs, or doing anything which may disturb an audience and speaker, whether it be in school-room, church, or lecture-hall.

Perhaps the greatest advantage of this exercise to the pupils is that they are encouraged to look into the few books and papers which their homes afford, and even to buy, beg or borrow from others. Even those who have no taste for reading must read to the extent of three or four articles before they are successful in finding "pieces."

It will, of course, sometimes be necessary for the teacher to furnish several selections for young and inexperienced students. I frequently do so, and have not found them inclined to depend upon me too much.

A teacher who will try some plan of this kind will be surprised and gratified at the improvement in the intelligence of his pupils. How many teachers make a practice of putting good literature into the hands of their pupils? You cannot lend to careless boys your prettily bound volumes of Irving, Scott, or Longfellow, perhaps, but what about the accumulating numbers of *Youth's Companion*, *Treasure Trove*, *Harper's* and *The Century*, not to speak of piles of weekly papers which litter your tables and bookshelves at home? Keep some of these in your desk, and offer them to the boy you see devouring the contents of a torn "Constitution." On rainy days put some on your desk, and invite the young folks to help themselves. Don't be discouraged if very few avail themselves of your offer at first; they are not familiar with the sight, even, of books, and must be educated up to getting pleasure from them. If North Carolinians are not a reading people, we teachers of North Carolina boys and girls should see to it that we do our part toward leading them into "fairer paths than those their fathers trod."

SOCIAL RECREATION.

The lady teacher has peculiar need of a restful, comforting, rhythmic, sympathetic social life, and she is liable to find it peculiarly difficult to secure it.

She spends the active hours of life with fifty children, more or less, who naturally make a heavy drain upon her nervous energies. They are asking questions directly or indirectly, indefinitely. She has to watch them incessantly, to correct the way they sit, stand, speak, look, act, read, write, cypher, etc. Such are the demands of modern methods and exacting supervision that she may easily spend every out-of-school hour in getting ready for school, and in examining exercises, compositions and test-papers.

She is always from home, and is liable to board in a house or family that gives her no social opportunities. More teachers are worn out by lack of rhythmic social life than from the wear and tear of the school-room.

The young teacher especially owes it to herself to secure and enjoy a genuinely healthful and helpful social life. Her intelligence, tastes, character and employment give her the highest social standing in the community.

She cannot, it is true, give all her time to social life—she can enjoy none of its dissipations, must have the courage to keep good company, good hours, and retain economical tastes; but all of these things characterize genuinely good society everywhere.—*American Paper*.

THE SOUTH IS AHEAD.

We are indebted to the Census Bureau for some advance sheets relative to educational statistics, covering, however, but twenty States.

From these it appears that while Connecticut has increased in population 20 per cent., her school enrollment

has increased less than 4 per cent. Massachusetts has increased 25 per cent., and her school enrollment only 17 per cent. Rhode Island's enrollment has, however, kept up even with her increase of population. But Maine shows a loss of 7 per cent in school enrollment, and so does New Hampshire, while Vermont's loss is 10 per cent.

The above is a bad showing for the progress of general education in New England.

Pennsylvania is quite as bad. With an increase of 22 per cent. in population, her increase in school enrollment is less than 2 per cent. In Ohio the school enrollment shows an increase of 6 per cent., while the population has increased 15 per cent. In those States, as the school enrollment has been full, the figures only indicate a falling off in interest in education.

Virginia, with an increase of 9 per cent. in population, shows a gain of 55 per cent. in the school enrollment. Louisiana, with an increase of 19 per cent., has increased her school enrollment 53 per cent. South Carolina, with an increased population of 15 per cent., has an increased enrollment of 51 per cent., and North Carolina, with the same increase in population, has an increased enrollment of 27 per cent.

These figures serve to illustrate that the South's interest in education is advancing, and not declining, as it appears to be at the North.—*News and Observer*, (*Raleigh*.)

[This is just what we knew, and it is what we have many times said, although the statement was each time denied by our Northern friends.—EDITOR.]

WHEN YOU go to the Teachers' Assembly in June carry your music books, so that you can take part in the entertainments.

IN THE SCHOOL-ROOM.

WHEN DOES THE TWENTIETH CENTURY BEGIN?

As we are approaching the beginning of a new century it becomes of interest to ascertain when the new century begins. Noticing that the subject is exciting considerable discussion, in which views are strongly held on both sides, some contending that it begins January 1st, 1901, I beg leave to give my view on the subject; which is, that the new century begins with the first instant of time of January 1st, 1901. This will be seen by the following table, taking January 1st as the starting point from which to measure the beginning, and December 31st the ending of each year.

From the first instant of January 1st of the first year to the last instant of December 31st of the year 100 is the first century. The first century, then, was complete with the expiration of the year 100, and hence the second century must necessarily begin with the year 101.

From Jan. 1,	101,	to Dec 31,	200—2d	From Jan. 1,	1101,	to Dec. 31,	1200—12th
" "	201,	" "	300—3d	" "	1201,	" "	1300—13th
" "	301,	" "	400—4th	" "	1301,	" "	1400—14th
" "	401,	" "	500—5th	" "	1401,	" "	1500—15th
" "	501,	" "	600—6th	" "	1501,	" "	1600—16th
" "	601,	" "	700—7th	" "	1601,	" "	1700—17th
" "	701,	" "	800—8th	" "	1701,	" "	1800—18th
" "	801,	" "	900—9th	" "	1801,	" "	1900—19th
" "	901,	" "	1000—10th	" "	1901,	" "	2000—20th
" "	1001,	" "	1100—11th				

If one will reflect a moment it will be readily seen that to say that January 1st 1899 is the beginning of the 20th century, as some say, would be a contradiction in terms. It would be to say that the 1899 years just passed

were equivalent to 1900; as it takes full nineteen hundred years to make nineteen centuries. And since a new century cannot begin until the old one has expired, it follows that the twentieth century cannot begin until all the 1900 years have expired, and hence must necessarily begin with the first instant of the new year 1901.—*Southern School Journal*.

FOR TEACHERS.

In the recesses of your being earnestly ask yourself these questions: How many good books have I read since I began to teach in this school? How many boys and girls are perceptibly better physically, intellectually and morally because of my teaching and influence? How many evenings during the term have I devoted to study, how many to fantastic frivolity, empty gossip, or unseemly revelry? How many recitations have I conducted listlessly, mechanically, monotonously, impatiently? How much time have I given to preparation for lessons? How many times have I punished or reproved in anger? How oft has the sun gone down on my wrath? How many times have I used slang in the school-room? Looking back over my work, do I truly think that it can be said for me now or hereafter, "Well done, good and faithful servant?"—*Western School Journal*.

THE WORLD is a looking-glass, and gives back to every man the expression of his own face. Frown at it and it will in turn look sourly upon you; laugh at it and with it and it is a jolly, kind companion; and so let all the young persons take choice.—*Thackeray*.

LOOKING BACK.

BY DEACON GREEN.

[This poem may be recited by a large boy who can imitate the tone of an elderly man. The boy should wear false hair, beard and glasses, and carry a cane.]

If I were little again—ah, me !
How very, very good I'd be !
I would not sulk, I would not cry,
I'd scorn to coax for cake or pie.
I would not cause mamma distress,
I'd never hate to wash and dress,
I'd rather learn a task than play,
And ne'er from school I'd run away.
I'd any time my jack-knife lend,
And share my toys with every friend.
I'd gladly go to bed at six,
And never be as "cross as sticks."
I'd run with joy to take a pill,
And mustard wear whenever ill,
I'd never wish to skate or swim
But wisely think of dangers grim.
And oh ! I'd never, just for fun,
Beg to go hunting with a gun !
At every naughty thing I did—
For mischief might be somewhere hid—
I'd drop at once upon my knees,
And say: "Dear teacher, flog me, please."
It's easy to be good you see,
When looking back from sixty-three.

—*St. Nicholas.*

REMEMBER, the strongest argument for well doing is a good example.

THE LIGHT OF THE SUN.

The sun gives 600,000 times as much light as the full moon, 7,000,000,000 times as much as the brightest star in the sky, and 36,000,000 as much as all the stars in the heavens combined. In size the sun equals 1,300,000 earths, but owing to its smaller density its weight equals only 300,000 earths.—*Current Literature.*

OH WHAT a store of pleasure
Sweet, smiling faces bring;
And what a wealth of music in pleasant voices ring!
The skies may meet in sadness,
The blustering wind may blow,
But if our hearts are cheery, there's sunshine where we go.
—*Anonymous.*

“MY BOY,” said a father to his young son, “treat everybody with politeness, even those who are rude to you. For remember that you show courtesy to others, not because they are gentlemen, but because you are one.”

THERE ARE BRIDGES to cross and the way is long,
But a purpose in life will make you strong;
Keep e'er on your lips a cheerful song;
Look up, my boy, look up!

—*Sarah K. Bolton.*

DEPARTMENT OF LITERATURE.

EDITED BY MISS LIZZIE BELLAMY, RALEIGH, N. C.

Contributions to this department are invited from all female teachers.

NORTH CAROLINA LITERATURE.

Our State has had great men. Many have laid down their lives for her. Great orators have spoken, but their speeches are for the most part unrecorded. Her great lawyers have written no great law books. We honor our heroes and rear monuments to their memories, but we do not write books about them, nor read them when written. Largely we have left to others to write our history, and they have written it badly.

We have had good writers, but they have written very little. Generally speaking, only a few little extracts or short articles remain to preserve to us the style and thoughts of our best authors. Writing does not pay among us. Perhaps our best writers could not make a living if thrown entirely upon the resources of their art. But there is reason for all this.

Ours is not a reading people. We are scattered and mainly agricultural. We have no great centers. Until lately our people had not waked up to the necessity of endowing our institutions of learning. Our University was a century old before a Chair of History was established.

We are poor, too, and much distracted by political discussions and the race problem. The common schools are still very inadequate. The great cities on every side of us have drawn away many of our bright young men.

Mr. W. H. Page, now the editor of the *Forum*, could not succeed at home and yielded to the attractions of richer fields. No editor has become rich in North Carolina.

The remedy is more effective public schools, better endowed institutions of learning and stronger inducements for keeping our own people at home.

MOONLIGHT.

The salutation of the moonlight air,
Night's dewy breath, the fragrance of the brine,
The waste of moving waters everywhere,
The whispering of waves—a hush divine—
Leagues of soft murmuring dust to the sea's rim,
The infinite, illimitable sky,
Wherein the great orb of the moon on high
In stillness down the quiet deeps doth swim :
Behold the awful beauty of the night,
The solemn tenderness, the peace profound,
The mystery—God's glory in the light
And darkness both—His voice in every sound !
Be silent and behold where hand in hand
Great Nature and great Art together stand.

—*Celia Thaxter.*

SAYINGS OF THE WISE.

OF THIS thing, however, be certain : would'st thou plant for Eternity, then plant into the deep infinite faculties of man his Fantasy and his heart ; wouldst thou plant for Year and Day, then plant into his shallow, superficial faculties, his Self-love and Arithmetical Understanding, what will grow there.—*Carlyle.*

LET NONE presume
To wear an undeserved dignity.
Oh! that estates, degrees and offices
Were not derived corruptly! and that clear honor
Were purchas'd by the merit of the wearer!
How many then should cover that stand bare!
How many be commanded that now command!
How much low peasantry would then be glean'd
From the true seed of honor; and how much honor
Pick'd from the chaff and ruin of the times,
To be new varnished! —*Shakespeare.*

SOLICITUDE is only for the guiltless—evil thoughts are companions for a time—evil deeds are companions for eternity.—*Bulwer.*

IT CANNOT be too often repeated that the grand object in all writing for purposes of instruction is the easy communication of your thoughts to your readers. Take pains to realize this; consult your reader's ear and convenience; try to present your subject in such a way that it shall interest him and obtain the readiest possible admittance to his mind and in time you will discover for yourself all that rhetoricians can teach you.—*Chautauquan.*

WE ARE all wise. The difference between persons is not in wisdom, but in art. I knew, in an academical club, a person who always deferred to me, who seeing my whim for writing fancied that my experiences were somewhat superior; whilst I saw that his experiences were as good as mine. Give them to me and I would make the same use of them. He held the old; he holds the new. I had the habit of taking together the old and the new, which he did not use to exercise. This may hold in the great examples. Perhaps, if we should meet Shakespeare we should not be conscious of any steep inferiority—no, but of a great equality—only that he possessed a strange skill of using, of classifying his facts, which we lacked. For, notwith-

standing, our utter incapacity to produce anything like Hamlet and Othello, see the perfect reception this wit and immense knowledge of life and liquid eloquence find in us all.—*Emerson*.

COMMENTS.

THE POSSESSION of a low voice, says a writer in a recent number of the *Chautauquan*, ought to be coveted by every American girl. As soon as she possesses this she will find she has power to give pleasures of which she never dreamed. We fancy that any one can read aloud, but there are very few who can read well enough to give any pleasure to their hearers. There is a call for the reader, pure and simple, without any of the airs and grimaces of the elocutionist. Most girls when reading aloud are not natural, and put on an unattractive air. Pure tone, variety of tone, a clear enunciation and correct pronunciation are the requisites for a good reader. If a girl possesses these, her reading and talking will be a delight to many that even the skillful musician cannot reach.

A WRITER in one of our exchanges says: "In the death of Bancroft we lose another of the venerable figures whose lives connect the generation of to-day with the infancy of American letters. Emerson, Motley, Bryant, Longfellow were with us until lately. Older than these, except Bryant, was the historian who has just passed away. He was born in 1800, when John Adams was President of the United States, Pitt was still British Premier and Napoleon First Consul of France. What a panorama must have unfolded in the memory of a man gifted as Bancroft was, and able to look back with his own eye over the nineteenth century. The chief elements in the ideal which he early proposed to himself were accuracy and impartiality. He was with

all his cosmopolitan schooling a thorough American. He did not escape the charge of partisanship at the hands of English critics, and occasionally his own countrymen found fault with his statements or conclusions. But his work has long ago been labeled as one of the great classics of American historical literature, and that label will remain unchanged for many a year to come."

MISUNDERSTAND me not, thou best beloved:
Who can name Him, and, knowing what he says,
Say, "I believe in Him?" and who can feel,
And, with self-violence, to conscious wrong
Hardening his heart, say, "I believe Him not!"
The All-embracing, All-sustaining One,
Say, doth he not embrace, sustain, include
Thee?—Me?—Himself?—Bends not the sky above?
And earth, on which we are, is it not firm?
And over us with constant kindly smile,
The sleepless stars keep everlasting watch!
Am I not here gazing into thine eyes?
And does not All, that is,
—Seen and unseen, mysterious all—
Around thee and within,
Untiring agency
Press on thy heart and mind?
—Fill thy whole heart with it—and when thou art
Lost in the consciousness of happiness—
Then call it what thou wilt,
Happiness!—heart!—love!—God!
I have no name for it—feeling is all;
Name, sound and smoke,
Dimming the glow of Heaven.

—*Faust.*

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1890-'91.

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EUGENE G. HARRELL, Sec. and Treas., Raleigh.

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COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Morehead City, N. C., Tuesday, June 16th, 1891, continuing to June 30th.

THERE ARE a number of entries for the "Music Contest" at the Assembly. The young ladies who will compete on the occasion will be furnished with the rules in a few days. They will also be published in next number of THE TEACHER. It is hoped that each prominent female school in the State will have a representative in this contest.

THE INTEREST in the approaching session of the Assembly at Morehead City in June is unusually great. From every section of the State the teachers write of the anticipated pleasures of their attendance.

THE ASSEMBLY has, by its earnest and persistent efforts, succeeded in creating a stronger sentiment in favor of public schools in North Carolina, in securing a State Training School for the young women of the State, and in increasing the taxes for public schools. Now, the next work to be done by the Assembly is to prepare a uniform course of instruction for the four months' country schools. This course should show what is expected of teacher and pupil for each term's work, and should include at least six years of school.

ARE YOU preparing an exhibit by your school for the Educational Exposition at Morehead City during the Assembly? If not, why not? Such an exhibit will do your school good, and greatly interest your co-laborers. There are sixteen graded schools in North Carolina, and every one ought to be well represented in the Exposition. There are in the State twenty-two large graduating schools for girls. Surely all these institutions should specially have a display of their work in the Exposition. There will be hundreds of patrons and probable patrons attending the Assembly, and many of them will examine the educational exhibits for the purpose of selecting a school for their children.

AMONG THE important and interesting subjects to be discussed at the Assembly in June are "The Teacher Out of the School-Room," "How to Get Up a School Exhibition," "Consecrated Teachers and Consecrated County Superintendents," "Moral Teaching, not Moral Preaching," "A Uniform Course of Study for Country Schools," "Some Mistakes in New Methods," "A Self-Governing School,"

"*Do*, and not *Don't*, should be the Effort," "Red Tape Discipline," "The Teacher's Dream," "The Model—Teacher, Public School, Private School, Committee, Superintendent" (each "model" to be described in ten-minute talks by different speakers); "School Gymnastics" and "Preparing for Efficient Work."

OUR Teachers' Assembly Bureau will be more efficient this year than ever before. New applications and aids for both teachers and schools are now in the hands of Mr. D. L. Ellis, principal of Fair View College, Fair View, N. C., who has had charge of the Bureau for the past five years, and he will send to our teachers blanks to be filled out and kept on file, so that schools may know of available teachers by the time the Assembly meets in June. Those teachers who registered last year and *apparently* received no further attention, really had an opportunity to be chosen for every position offered. They were notified only when their qualifications were such as to *insure* their election to the positions to be filled. It would be absurd for the Bureau to notify every teacher that is registered of vacancies, unless his or her qualifications, as shown by the applications, would entitle the applicant to the position to be filled. There is no expense whatever to teachers—no fees or charges of any kind—who apply to the Bureau. All incidental expenses are borne by the Assembly, so it is hoped that every teacher in the State in search of a better position for next year will consult the Bureau at once. A large number of valuable positions were filled at last Assembly.

MESSRS, MASON & HAMLIN, of Boston, Mass., have kindly loaned to the Assembly for use this session one of their finest Grand Pianos and an excellent Chapel Organ. The piano will be used in the music contest.

[For The North Carolina Teacher.]

READING EXERCISES IN COUNTRY SCHOOLS.

BY CLAUDE G----, OF NORTH CAROLINA.

One of the pleasant and successful features of my school work has been the Friday afternoon readings, which we have introduced instead of the old-time "speeches."

As my school is large, I cannot undertake to gather up twice, or even once a month, say twenty selections of *good* prose or poetry suitable for recitations, and as my pupils, for the most part, come from homes but scantily provided with literature, they would be almost entirely dependent upon their reading books, for the required "speech." It was the recollection of the dreary monotony of the oft-repeated "Try Me, Father, Try Me," "The Snow, the Snow, the Beautiful Snow!" "The Fox and the Stork," "The Boy and the Rain-drops," *et cetera*, of my own school days, which led me to adopt the reading plan.

I always give the school notice a week before.

If there are too many for one afternoon, I divide the readers into two clubs; but they like it better when all can read the same day; by all, I mean those who can read well in a third reader.

They make their own selections, with the help of home folks and friends. A short story (it *must* be short); a historical incident; sketch of a prominent character now before the public, as Henry M. Stanley; an account of some new invention or discovery, will be listened to with interest by both pupils and teacher. I do not at all object to a comic selection, nor do I hesitate to laugh if the incident is amusing. Children are hurt by a lack of *expressed appreciation* on the part of the older people, and how can a teacher show her sympathy with their tastes better than by a good laugh with them?

While the reading is going on school rules are not sus-

pended, but books are laid aside and perfectly quiet attention required. Here is such a good opportunity for impressing upon them the *ill breeding* shown by whispering, rattling papers, making signs, or doing anything which may disturb an audience and speaker, whether it be in school-room, church, or lecture-hall.

Perhaps the greatest advantage of this exercise to the pupils is that they are encouraged to look into the few books and papers which their homes afford, and even to buy, beg or borrow from others. Even those who have no taste for reading must read to the extent of three or four articles before they are successful in finding "pieces."

It will, of course, sometimes be necessary for the teacher to furnish several selections for young and inexperienced students. I frequently do so, and have not found them inclined to depend upon me too much.

A teacher who will try some plan of this kind will be surprised and gratified at the improvement in the intelligence of his pupils. How many teachers make a practice of putting good literature into the hands of their pupils? You cannot lend to careless boys your prettily bound volumes of Irving, Scott, or Longfellow, perhaps, but what about the accumulating numbers of *Youth's Companion*, *Treasure Trove*, *Harper's* and *The Century*, not to speak of piles of weekly papers which litter your tables and bookshelves at home? Keep some of these in your desk, and offer them to the boy you see devouring the contents of a torn "Constitution." On rainy days put some on your desk, and invite the young folks to help themselves. Don't be discouraged if very few avail themselves of your offer at first; they are not familiar with the sight, even, of books, and must be educated up to getting pleasure from them. If North Carolinians are not a reading people, we teachers of North Carolina boys and girls should see to it that we do our part toward leading them into "fairer paths than those their fathers trod."

SOCIAL RECREATION.

The lady teacher has peculiar need of a restful, comforting, rhythmic, sympathetic social life, and she is liable to find it peculiarly difficult to secure it.

She spends the active hours of life with fifty children, more or less, who naturally make a heavy drain upon her nervous energies. They are asking questions directly or indirectly, indefinitely. She has to watch them incessantly, to correct the way they sit, stand, speak, look, act, read, write, cypher, etc. Such are the demands of modern methods and exacting supervision that she may easily spend every out-of-school hour in getting ready for school, and in examining exercises, compositions and test-papers.

She is always from home, and is liable to board in a house or family that gives her no social opportunities. More teachers are worn out by lack of rhythmic social life than from the wear and tear of the school-room.

The young teacher especially owes it to herself to secure and enjoy a genuinely healthful and helpful social life. Her intelligence, tastes, character and employment give her the highest social standing in the community.

She cannot, it is true, give all her time to social life—she can enjoy none of its dissipations, must have the courage to keep good company, good hours, and retain economical tastes; but all of these things characterize genuinely good society everywhere.—*American Paper*.

THE SOUTH IS AHEAD.

We are indebted to the Census Bureau for some advance sheets relative to educational statistics, covering, however, but twenty States.

From these it appears that while Connecticut has increased in population 20 per cent., her school enrollment

has increased less than 4 per cent. Massachusetts has increased 25 per cent., and her school enrollment only 17 per cent. Rhode Island's enrollment has, however, kept up even with her increase of population. But Maine shows a loss of 7 per cent in school enrollment, and so does New Hampshire, while Vermont's loss is 10 per cent.

The above is a bad showing for the progress of general education in New England.

Pennsylvania is quite as bad. With an increase of 22 per cent. in population, her increase in school enrollment is less than 2 per cent. In Ohio the school enrollment shows an increase of 6 per cent., while the population has increased 15 per cent. In those States, as the school enrollment has been full, the figures only indicate a falling off in interest in education.

Virginia, with an increase of 9 per cent. in population, shows a gain of 55 per cent. in the school enrollment. Louisiana, with an increase of 19 per cent., has increased her school enrollment 53 per cent. South Carolina, with an increased population of 15 per cent., has an increased enrollment of 51 per cent., and North Carolina, with the same increase in population, has an increased enrollment of 27 per cent.

These figures serve to illustrate that the South's interest in education is advancing, and not declining, as it appears to be at the North.—*News and Observer*, (Raleigh.)

[This is just what we knew, and it is what we have many times said, although the statement was each time denied by our Northern friends.—EDITOR.]

WHEN YOU go to the Teachers' Assembly in June carry your music books, so that you can take part in the entertainments.

IN THE SCHOOL-ROOM.

WHEN DOES THE TWENTIETH CENTURY BEGIN?

As we are approaching the beginning of a new century it becomes of interest to ascertain when the new century begins. Noticing that the subject is exciting considerable discussion, in which views are strongly held on both sides, some contending that it begins January 1st, 1901, I beg leave to give my view on the subject; which is, that the new century begins with the first instant of time of January 1st, 1901. This will be seen by the following table, taking January 1st as the starting point from which to measure the beginning, and December 31st the ending of each year.

From the first instant of January 1st of the first year to the last instant of December 31st of the year 100 is the first century. The first century, then, was complete with the expiration of the year 100, and hence the second century must necessarily begin with the year 101.

From Jan. 1,	101,	to Dec 31,	200—2d	From Jan. 1,	1101,	to Dec. 31,	1200—12th
" "	201,	" "	300—3d	" "	1201,	" "	1300—13th
" "	301,	" "	400—4th	" "	1301,	" "	1400—14th
" "	401,	" "	500—5th	" "	1401,	" "	1500—15th
" "	501,	" "	600—6th	" "	1501,	" "	1600—16th
" "	601,	" "	700—7th	" "	1601,	" "	1700—17th
" "	701,	" "	800—8th	" "	1701,	" "	1800—18th
" "	801,	" "	900—9th	" "	1801,	" "	1900—19th
" "	901,	" "	1000—10th	" "	1901,	" "	2000—20th
" "	1001,	" "	1100—11th				

If one will reflect a moment it will be readily seen that to say that January 1st 1899 is the beginning of the 20th century, as some say, would be a contradiction in terms. It would be to say that the 1899 years just passed

were equivalent to 1900; as it takes full nineteen hundred years to make nineteen centuries. And since a new century cannot begin until the old one has expired, it follows that the twentieth century cannot begin until all the 1900 years have expired, and hence must necessarily begin with the first instant of the new year 1901.—*Southern School Journal*.

FOR TEACHERS.

In the recesses of your being earnestly ask yourself these questions: How many good books have I read since I began to teach in this school? How many boys and girls are perceptibly better physically, intellectually and morally because of my teaching and influence? How many evenings during the term have I devoted to study, how many to fantastic frivolity, empty gossip, or unseemly revelry? How many recitations have I conducted listlessly, mechanically, monotonously, impatiently? How much time have I given to preparation for lessons? How many times have I punished or reproved in anger? How oft has the sun gone down on my wrath? How many times have I used slang in the school-room? Looking back over my work, do I truly think that it can be said for me now or hereafter, "Well done, good and faithful servant?"—*Western School Journal*.

THE WORLD is a looking-glass, and gives back to every man the expression of his own face. Frown at it and it will in turn look sourly upon you; laugh at it and with it and it is a jolly, kind companion; and so let all the young persons take choice.—*Thackeray*.

LOOKING BACK.

BY DEACON GREEN.

[This poem may be recited by a large boy who can imitate the tone of an elderly man. The boy should wear false hair, beard and glasses, and carry a cane.]

If I were little again—ah, me !
How very, very good I'd be !
I would not sulk, I would not cry,
I'd scorn to coax for cake or pie.
I would not cause mamma distress,
I'd never hate to wash and dress,
I'd rather learn a task than play,
And ne'er from school I'd run away.
I'd any time my jack-knife lend,
And share my toys with every friend.
I'd gladly go to bed at six,
And never be as "cross as sticks."
I'd run with joy to take a pill,
And mustard wear whenever ill,
I'd never wish to skate or swim
But wisely think of dangers grim.
And oh ! I'd never, just for fun,
Beg to go hunting with a gun !
At every naughty thing I did—
For mischief might be somewhere hid—
I'd drop at once upon my knees,
And say: "Dear teacher, flog me, please."
It's easy to be good you see,
When looking back from sixty-three.

—*St. Nicholas.*

REMEMBER, the strongest argument for well doing is a good example.

THE LIGHT OF THE SUN.

The sun gives 600,000 times as much light as the full moon, 7,000,000,000 times as much as the brightest star in the sky, and 36,000,000 as much as all the stars in the heavens combined. In size the sun equals 1,300,000 earths, but owing to its smaller density its weight equals only 300,000 earths.—*Current Literature.*

OH WHAT a store of pleasure
Sweet, smiling faces bring;
And what a wealth of music in pleasant voices ring!
The skies may meet in sadness,
The blustering wind may blow,
But if our hearts are cheery, there's sunshine where we go.
—*Anonymous.*

"MY BOY," said a father to his young son, "treat everybody with politeness, even those who are rude to you. For remember that you show courtesy to others, not because they are gentlemen, but because you are one."

THERE ARE BRIDGES to cross and the way is long,
But a purpose in life will make you strong;
Keep e'er on your lips a cheerful song;
Look up, my boy, look up!

—*Sarah K. Bolton.*

DEPARTMENT OF LITERATURE.

EDITED BY MISS LIZZIE BELLAMY, RALEIGH, N. C.

Contributions to this department are invited from all female teachers.

NORTH CAROLINA LITERATURE.

Our State has had great men. Many have laid down their lives for her. Great orators have spoken, but their speeches are for the most part unrecorded. Her great lawyers have written no great law books. We honor our heroes and rear monuments to their memories, but we do not write books about them, nor read them when written. Largely we have left to others to write our history, and they have written it badly.

We have had good writers, but they have written very little. Generally speaking, only a few little extracts or short articles remain to preserve to us the style and thoughts of our best authors. Writing does not pay among us. Perhaps our best writers could not make a living if thrown entirely upon the resources of their art. But there is reason for all this.

Ours is not a reading people. We are scattered and mainly agricultural. We have no great centers. Until lately our people had not waked up to the necessity of endowing our institutions of learning. Our University was a century old before a Chair of History was established.

We are poor, too, and much distracted by political discussions and the race problem. The common schools are still very inadequate. The great cities on every side of us have drawn away many of our bright young men.

Mr. W. H. Page, now the editor of the *Forum*, could not succeed at home and yielded to the attractions of richer fields. No editor has become rich in North Carolina.

The remedy is more effective public schools, better endowed institutions of learning and stronger inducements for keeping our own people at home.

MOONLIGHT.

The salutation of the moonlight air,
Night's dewy breath, the fragrance of the brine,
The waste of moving waters everywhere,
The whispering of waves—a hush divine—
Leagues of soft murmuring dust to the sea's rim,
The infinite, illimitable sky,
Wherein the great orb of the moon on high
In stillness down the quiet deeps doth swim :
Behold the awful beauty of the night,
The solemn tenderness, the peace profound,
The mystery—God's glory in the light
And darkness both—His voice in every sound !
Be silent and behold where hand in hand
Great Nature and great Art together stand.

—*Celia Thaxter.*

SAYINGS OF THE WISE.

OF THIS thing, however, be certain: would'st thou plant for Eternity, then plant into the deep infinite faculties of man his Fantasy and his heart; wouldst thou plant for Year and Day, then plant into his shallow, superficial faculties, his Self-love and Arithmetical Understanding, what will grow there.—*Carlyle.*

LET NONE presume
To wear an undeserved dignity.
Oh! that estates, degrees and offices
Were not derived corruptly! and that clear honor
Were purchas'd by the merit of the wearer!
How many then should cover that stand bare!
How many be commanded that now command!
How much low peasantry would then be glean'd
From the true seed of honor; and how much honor
Pick'd from the chaff and ruin of the times,
To be new varnished! —*Shakespeare.*

SOLICITUDE is only for the guiltless—evil thoughts are companions for a time—evil deeds are companions for eternity.—*Bulwer.*

IT CANNOT be too often repeated that the grand object in all writing for purposes of instruction is the easy communication of your thoughts to your readers. Take pains to realize this; consult your reader's ear and convenience; try to present your subject in such a way that it shall interest him and obtain the readiest possible admittance to his mind and in time you will discover for yourself all that rhetoricians can teach you.—*Chautauquan.*

WE ARE all wise. The difference between persons is not in wisdom, but in art. I knew, in an academical club, a person who always deferred to me, who seeing my whim for writing fancied that my experiences were somewhat superior; whilst I saw that his experiences were as good as mine. Give them to me and I would make the same use of them. He held the old; he holds the new. I had the habit of taking together the old and the new, which he did not use to exercise. This may hold in the great examples. Perhaps, if we should meet Shakespeare we should not be conscious of any steep inferiority—no, but of a great equality—only that he possessed a strange skill of using, of classifying his facts, which we lacked. For, notwith-

standing, our utter incapacity to produce anything like Hamlet and Othello, see the perfect reception this wit and immense knowledge of life and liquid eloquence find in us all.—*Emerson.*

COMMENTS.

THE POSSESSION of a low voice, says a writer in a recent number of the *Chautauquan*, ought to be coveted by every American girl. As soon as she possesses this she will find she has power to give pleasures of which she never dreamed. We fancy that any one can read aloud, but there are very few who can read well enough to give any pleasure to their hearers. There is a call for the reader, pure and simple, without any of the airs and grimaces of the elocutionist. Most girls when reading aloud are not natural, and put on an unattractive air. Pure tone, variety of tone, a clear enunciation and correct pronunciation are the requisites for a good reader. If a girl possesses these, her reading and talking will be a delight to many that even the skillful musician cannot reach.

A WRITER in one of our exchanges says: "In the death of Bancroft we lose another of the venerable figures whose lives connect the generation of to-day with the infancy of American letters. Emerson, Motley, Bryant, Longfellow were with us until lately. Older than these, except Bryant, was the historian who has just passed away. He was born in 1800, when John Adams was President of the United States, Pitt was still British Premier and Napoleon First Consul of France. What a panorama must have unfolded in the memory of a man gifted as Bancroft was, and able to look back with his own eye over the nineteenth century. The chief elements in the ideal which he early proposed to himself were accuracy and impartiality. He was with

all his cosmopolitan schooling a thorough American. He did not escape the charge of partisanship at the hands of English critics, and occasionally his own countrymen found fault with his statements or conclusions. But his work has long ago been labeled as one of the great classics of American historical literature, and that label will remain unchanged for many a year to come."

MISUNDERSTAND me not, thou best beloved:
Who can name Him, and, knowing what he says,
Say, "I believe in Him?" and who can feel,
And, with self-violence, to conscious wrong
Hardening his heart, say, "I believe Him not!"
The All-embracing, All-sustaining One,
Say, doth he not embrace, sustain, include
Thee?—Me?—Himself?—Bends not the sky above?
And earth, on which we are, is it not firm?
And over us with constant kindly smile,
The sleepless stars keep everlasting watch!
Am I not here gazing into thine eyes?
And does not All, that is,
—Seen and unseen, mysterious all—
Around thee and within,
Untiring agency
Press on thy heart and mind?
—Fill thy whole heart with it—and when thou art
Lost in the consciousness of happiness—
Then call it what thou wilt,
Happiness!—heart!—love!—God!
I have no name for it—feeling is all;
Name, sound and smoke,
Dimming the glow of Heaven.

—*Faust.*

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1890-'91.

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EUGENE G. HARRELL, Sec. and Treas., . . . Raleigh.

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COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Morehead City, N. C., Tuesday, June 16th, 1891, continuing to June 30th.

THERE ARE a number of entries for the "Music Contest" at the Assembly. The young ladies who will compete on the occasion will be furnished with the rules in a few days. They will also be published in next number of THE TEACHER. It is hoped that each prominent female school in the State will have a representative in this contest.

THE INTEREST in the approaching session of the Assembly at Morehead City in June is unusually great. From every section of the State the teachers write of the anticipated pleasures of their attendance.

THE ASSEMBLY has, by its earnest and persistent efforts, succeeded in creating a stronger sentiment in favor of public schools in North Carolina, in securing a State Training School for the young women of the State, and in increasing the taxes for public schools. Now, the next work to be done by the Assembly is to prepare a uniform course of instruction for the four months' country schools. This course should show what is expected of teacher and pupil for each term's work, and should include at least six years of school.

ARE YOU preparing an exhibit by your school for the Educational Exposition at Morehead City during the Assembly? If not, why not? Such an exhibit will do your school good, and greatly interest your co-laborers. There are sixteen graded schools in North Carolina, and every one ought to be well represented in the Exposition. There are in the State twenty-two large graduating schools for girls. Surely all these institutions should specially have a display of their work in the Exposition. There will be hundreds of patrons and probable patrons attending the Assembly, and many of them will examine the educational exhibits for the purpose of selecting a school for their children.

AMONG THE important and interesting subjects to be discussed at the Assembly in June are "The Teacher Out of the School-Room," "How to Get Up a School Exhibition," "Consecrated Teachers and Consecrated County Superintendents," "Moral Teaching, not Moral Preaching," "A Uniform Course of Study for Country Schools," "Some Mistakes in New Methods," "A Self-Governing School,"

"*Do*, and not *Don't*, should be the Effort," "Red Tape Discipline," "The Teacher's Dream," "The Model—Teacher, Public School, Private School, Committee, Superintendent" (each "model" to be described in ten-minute talks by different speakers); "School Gymnastics" and "Preparing for Efficient Work."

OUR Teachers' Assembly Bureau will be more efficient this year than ever before. New applications and aids for both teachers and schools are now in the hands of Mr. D. L. Ellis, principal of Fair View College, Fair View, N. C., who has had charge of the Bureau for the past five years, and he will send to our teachers blanks to be filled out and kept on file, so that schools may know of available teachers by the time the Assembly meets in June. Those teachers who registered last year and *apparently* received no further attention, really had an opportunity to be chosen for every position offered. They were notified only when their qualifications were such as to *insure* their election to the positions to be filled. It would be absurd for the Bureau to notify every teacher that is registered of vacancies, unless his or her qualifications, as shown by the applications, would entitle the applicant to the position to be filled. There is no expense whatever to teachers—no fees or charges of any kind—who apply to the Bureau. All incidental expenses are borne by the Assembly, so it is hoped that every teacher in the State in search of a better position for next year will consult the Bureau at once. A large number of valuable positions were filled at last Assembly.

MESSRS, MASON & HAMLIN, of Boston, Mass., have kindly loaned to the Assembly for use this session one of their finest Grand Pianos and an excellent Chapel Organ. The piano will be used in the music contest.

THE NORTH CAROLINA TEACHER.

VOL. VIII.

RALEIGH, APRIL, 1891.

No. 8.

EUGENE G. HARRELL,

" " " "

Editor.

WHAT DO WE PLANT?

FOR "ARBOR DAY."

What do we plant when we plant the tree?
We plant the ship which will cross the sea.
We plant the mast to carry the sails;
We plant the plank to withstand the gales,
The keel, the keelson, and beam and knee;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me.
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams and siding, all parts that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag.
We plant the staff for our country's flag.
We plant the shade from the hot sun free;
We plant all these when we plant the tree.

—*Henry Abbey.*

THE GENTLEMAN is solid mahogany; the fashionable man is only veneer.—*Anon.*

North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

CHAPTER XIX.

EN ROUTE FOR PARIS.

DECIDING THE ROUTE—THE TRAIN WAITING FOR THE NORTH CAROLINA TEACHERS—THE ENGLISH CHANNEL—FRENCHY CUSTOMS—TRYING THE LANGUAGE—FUN IN THE CUSTOM HOUSE—DIEPPE—LA BELLE FRANCE—AN INTERESTING JOURNEY—FAMOUS HISTORICAL LOCALITIES—GLITTERING PARIS—BENJAMIN FRANKLIN'S HOUSE.

THE party had gathered in our assembly room on Monday, July 29th, at the Manchester Hotel, waiting for dinner, which, after the fatigue of the day's sight-seeing, all were ready to enjoy.

The Secretary called the meeting to order and then announced that, as the sojourn in London was nearly ended, to-morrow we would leave for Paris. We had the option of three excellent routes at special low rates for the party, and we were to decide at once as to which route we would take.

After a short explanation of each it was unanimously decided that we would take the route *via* New Haven and Dieppe, as the railroad in France would take us through the most beautiful portion of Normandie. Besides, the "New-Haven and Dieppe" route had seventy-five miles of steamer travel across the English Channel, the terrors of which we had heard so much, and we wanted to see it for ourselves.

This matter being decided, Mr. Crunden, the affable agent of Messrs. Henry Gaze & Son, the tourists, pro-

ceeded to supply the party with tickets to Paris and return. We also purchased of these gentlemen six-day hotel coupons at their first-class Hotel Excelsior, in Paris, so that we would have no further trouble in looking for satisfactory quarters. We afterwards realized how wise we were in doing this.

Nothing can be more satisfactory to an individual traveler, or a party of travelers however large it may be, than to entrust all arrangements as to travel and board to these exceedingly clever and accommodating tourists, Messrs. Henry Gaze & Son. They arranged every detail of our most delightful visit to Paris, including all transfers of baggage, reserving of special private railway carriages, hotel accommodations, and carriage drives about the city, and not a word of dissatisfaction was ever heard from any member of our party. Everything was just as we would have had it.

"Now, ladies and gentlemen," said the Secretary, as the dinner was announced, "we will leave here quite early to-morrow morning, and, although London is such a pleasant place, we don't want to have anybody left here now that we are ready to go away. Therefore you will be called at 7 o'clock a. m. to get ready for our departure for Paris, and we hope you will respond promptly."

"All right," was answered, and we hastened to the dining-room.

Next morning, July 30, the party was astir bright and early, and by eight o'clock we were on the underground railway train at Aldersgate Station *en route* for Victoria Station, where we were to take the West Brighton train for New Haven. Messrs. Gaze & Son had engaged handsome first-class carriages for us, and we found them awaiting our arrival at the station. The indefatigable Mr. Crunden was also awaiting us at the station, and greeted us with the very hurried remark: "Get aboard your train as

quick as you can, and give me all your tickets! They have to be stamped by the agent, and we have just two minutes for stamping one hundred tickets! But the guard will hold the train for us."

Of course this put some of the nervous temperaments into what is sometimes called a "fidget," but the guard held the train ten minutes for us, and that was ample time for all to get aboard and with "our tickets stamped." We were luckily not troubled with baggage as every piece had been left in London except the smallest hand-bags. This had been done to save trouble and delays in custom examinations at both New Haven and Dieppe.

A pleasant and most interesting ride of two hours through a beautiful portion of South England brought us to New Haven, and we were soon on board the "Victoria" bound across the Channel for the French port Dieppe. The day was a perfect one, the bright sunshine not at all uncomfortable, and a dead calm made the Channel as smooth as a lake.

"Well! I don't see anything so horrible in the English Channel, after all," remarked Miss Siewers, as she reclined in the comfortable steamer chair and tapped her foot on the deck to give emphasis to her words.

"No," replied Mr. Cooley, who was standing in the group; "and I don't believe it ever gets so rough as some people say it does."

"Nor I, either," chimed in a dozen or more merry maidens and young men. "I want to see it rough."

"Enjoy the Channel the best you can now," said the Secretary, "for I have never seen it the same twice in succession, and we may have it as rough as you like on the return trip."

"Oh, I hope we will!" laughingly exclaimed the girls; "then we, too, can spin some big yarn about the famous English Channel." It's well sometimes to have your laugh first.

The steamer when about half way across sailed into a dense fog, which seemed to settle upon the water in only one spot, for in a few moments either we sailed out of it or it lifted; anyhow it entirely and suddenly disappeared, and again the sky was as bright and beautiful as when we left New Haven.

The run across the Channel at this point is seventy-five miles, and is made in about five hours when the weather is favorable, so it was only a short while after the chalky cliffs of England had disappeared before the rugged shore of France was to be seen just ahead of us.

As we steamed in near the harbor of Dieppe almost the first object which could be distinctly defined was an immense crucifix erected on the pier, which signified to all visitors or travelers that the religion of the country is Roman Catholic. While the vessel gently sailed into the dock the French sailors made due religious obeisance to the crucifix.

To the usual excitement of visiting a foreign land we now have a new sensation produced by a knowledge that this is not only a strange land, but it is a strange people, and a still more strange language, and we consult our guide-books with greater interest wondering how we are going to understand French or make a Frenchman understand English. Although we are less than a hundred miles from an English shore we feel much more that we are now in a foreign land than when we went ashore at Greenock, nearly three thousand miles from America!

How Frenchy everything looks and seems! The houses, the pier, the station, and the train, the fish and fruit girls on the wharf, the railway officials, stores, drays, hacks, even the land around us and the sky above us, and the very air we breathe, all assure us unmistakably that this is "La Belle France."

While the boat was being slowly hauled to the pier we began to amuse ourselves by trying to read the various

signs and placards on the shore, catching a meaning here and there, and guessing at the balance, greatly to the enjoyment of some genuine French passengers who were returning home from a trip to London.

"Now, girls," said the Secretary, "it is expected that those of you who have been teaching or studying French for months in school will be the linguistic chaperons of this party, and we shall look to you to keep us straight so far as the language is concerned."

"We'll do so," answered Miss Jennie Allen, in which she was enthusiastically seconded by a number of other girls.

"All right," said Mr. Wadsworth; "and I want you to begin your work by enquiring of that French girl on the wharf the price of those splendid grapes in her basket, for we must have some of them."

"I'll do that for you, Mr. Wadsworth, and you will see how easy it is to get along in France after you have learned something about the language at school."

The boat then being fast at the pier and the gangways open Miss Allen beckoned to the fruit girl to come nearer, and then she said to her,

"Mademoiselle, dites moi, s'il vous plait, quel en est le prix par raisin?"

"Que demandez vous?" inquired the girl.

Miss Allen blushed and repeated very slowly, exactly and carefully the question, and received in reply a shake of head and the inevitable *"Non comprenez vous, Mademoiselle!"*

One of the French passengers seeing the difficulty came to the rescue by simply saying to the fruit girl *"Combien,"* in the peculiar pronunciation of the nation, leaving out about half the letters in the word. Instantly the girl replied, *"Un franc par kilo"* (about ten cents per pound, a *kilo* being equal to two pounds), and the purchase was

made through the interpretation of our obliging French friend. There was many a hearty laugh at this first experiment in the use of French "as she is taught," and we realized how widely the "book French" differs from French "as she is spoken" by the natives.

Following the crowd we went ashore and then into a large room in the depot, over the door of which were the words "*La Douane*" and underneath them the word "*Entree*," with a big hand pointing out the direction. We were soon in the hands of the custom officers, and then the fun commenced in earnest. The Secretary had instructed those of the party who did not understand French to simply present their satchels to the officer, open them and say nothing except to answer "No" to everything said to them by the official. The plan worked well and none of our party had the slightest trouble or detention.

An old lady from some rural district of England was on her way to the Paris Exposition and by some means had worked herself into line with our party. She was very much excited in the strangeness of the situation and consequently very talkative, but the hint of our Secretary that she would get along better if she would talk less was promptly and most emphatically resented with a timely suggestion to him that *he* would get along better if he would attend to his own business and let hers alone!

She had in her arms and strung over her shoulders at least six boxes and bags of various sizes and shapes, and when she reached the officer she threw them on the table with a crash which made things fairly dance. Then she adjusted her spectacles, mopped off the perspiration from her face and wrists, straightened herself up as if she was going to spend the day or engage in a prize fight, and said, short and snappy, "There, now! Look into them things, will you!" At least fifty of our party were waiting their turn and we were all in a hurry to get through, but we

were bound to laugh at the old woman, and our enjoyment of the scene and desire to see the continuation made us willing to endure any reasonable amount of waiting.

The custom officer looked at the old lady as if an earthquake had suddenly struck the table, and he said in the most polite manner, "*Avez-vous quelque objet sujet aux droits ?*"

"What's that you said?" she replied.

"*Tabac?*" the officer inquired, to shorten his former question.

There was enough English in this word to give the old woman a place to "catch on" to his question, and she did it most unmistakably, as her answer indicated.

"Tobacco!" she removed her spectacles and shook at the apparently terrified officer a fist which weighed at least ten pounds. "Tobacco! You impudent little French heathen! Do I look like I chewed tobacco? Is that the way you insult a helpless woman in this furrin country? No, sir! I never used a bit of tobacco in my life but once when—"

"*Allez!*" sang out the guard, who saw that the line of people had been too long halted. The custom officer quickly chalked "the pass" on the old lady's baggage, and the interesting history of her experience in using tobacco was lost to our readers. However, her mutterings, like distant thunder, continued until drowned by the noise of the train.

Having cleared the customs, we passed out the door which was labeled "*Sortie*" and were soon comfortably seated in our special railway carriages which Messrs. Gaze & Son had secured for us by telegraph on the *Chemin de Fer de l'Ouest*, and while waiting for the guard's signal for our train to leave we strolled around the station and gathered some information about this little Normandie city whose name is so well known to European travelers.

It is said that several centuries ago Dieppe was the most important seaport in France, with a population of some sixty thousand inhabitants. It was the home of the famous navigator Admiral Duquesne, who gained a great victory over the Dutch Admiral de Ruyter off the coast of Sicily. A handsome statue is erected to his memory in one of the public squares of Dieppe, and another one at Versailles. The place is situated at the mouth of the river Arques, and is now important only as a fishing port and a summer resort.

It has a very good beach and there are a number of very handsome hotels and villas along the water. As we entered the harbor there were a number of people splashing in the surf, and the bathing costumes of some of the French men and women would almost shock even the most thinly clad diver at Coney Island. The complete bathing suit for men consists of a single so-called garment twelve inches long, costing about fifteen cents; and the bather will frequently disrobe and prepare himself for the bath after he has come upon the beach while not a vestige of a hiding place is anywhere near him! His clothes are left in a little pile on the dry sand until he is ready to come out of the water, shake himself, and put them on again. The bathing-suit for the women, and the manner of putting it on, is much the same as for the men.

Whatever vices may be charged to the French people they certainly are not guilty of the sin of uncleanness, for in every town and city throughout France, wherever you turn your eyes, you will see the signs "*Establissement des Bains*," "*Bains des Femmes*," "*Bains des Hommes*," indicating that the native is exceedingly fond of the water; so, after all, he is somewhere in the vicinity of godliness if the proverb is true. We did not observe, however, the same desire in the French people to use water internally as they exhibited for the external applications, and ere long

we discovered that the rule is "water outside and wine inside."

Our engine gave a shrill whistle and we bounded away almost like lightning for the French capital, which was about one hundred and twenty-five miles distant. The speed was excellent and the dust was plentiful and almost equal to that which a traveler enjoys in North Carolina in a ride from Goldsboro or Greensboro to Raleigh. Just as we left Dieppe and were beginning to enjoy the interesting scenery of its suburbs the train shot into a long tunnel, and when we again saw daylight we were rushing along the river Scie in the midst of a most charming valley. The French railway engineers were so greatly pleased with this valley that in order to keep their route within its lovely country they made the railway cross the river Scie twenty times in a distance of fifty miles.

On either side of the roadway spread out before us were rural landscapes of great beauty, comprising numbers of small but well tilled Normandie farms, vast orchards of apple trees, extensive vineyards, fertile meadows, well tilled fields of grain, while here and there amid picturesque groves of trees we caught glimpses of tasty little farm houses surrounded by thatched cottages and barns.

How wonderfully nature has blessed this land of France in climate and soil, while the skill of the people has further beautified the land to a very high degree. Along the good country roads there are lines of tall poplars gracefully swaying in the breeze, and around each field and farm are neat and charming hedge-rows and woodland. The scene is so fascinating that it can never be forgotten by one who travels through it under such pleasant circumstances as attended our trip. In the inspiration of the occasion we exclaim—

La Belle France! Thou fair sunny land!
Whose glories round us lie.
Thy beauteous scenes on every hand
Delight the traveler's eye.

The land is justly entitled to the name "La Belle," and this is fully realized by those who feel the beauty of these hillsides which in the clear balmy atmosphere are dressed in colors of the brightest green; or the charm of these broad sunlit meadows over which the tall poplars cast long shadows as they stand in graceful proportions along the winding streams; or the impressive character of these finely situated towns, with their stately and imposing cathedrals, their handsome suburban villas, and their lovely playing fountains.

From this fascinating valley of the Scie our train entered a deep cut through the chalky hills, then into a long tunnel under one of the principal boulevards of Rouen, from which we suddenly emerge and make our first stop since leaving Dieppe, and we were at the station of one of the most important cities in France. Rouen, the birthplace of Corneille, the home of Joan of Arc and the place where she was burned in 1431. It was also the home of President Thiers.

When the train had stopped we heard the merry voices of our one hundred lively Americans taking in the situation and the surroundings. Looking out of the window of our carriage we saw far towards the rear of the train the familiar face of our old lady of the Dieppe custom house. She was leaning out of the window and was excitedly giving to the French guard who stood on the platform a full history of the time that she had used tobacco, which interesting story had been cut short in the bustle of the custom house. Of course the guard didn't understand a single word but the old lady had at last relieved her mind and she was satisfied.

Having learned from the station master that the train was to stop eight minutes, the Secretary had all the doors opened, and soon we were all out upon the platform enjoying the novelty of the situation and astonishing the natives

with our merriment and air of American inquisitiveness. The fruit stands and restaurant did a thriving business during those eight minutes, and as we did business mainly by showing the piece of money we wanted to invest and pointing to the article we wanted to buy we think the dealer increased his profits on sales several hundred per cent.

Rouen is a city of some two hundred thousand inhabitants and is noted for the number of its cotton factories, and there are thousands of French people wearing clothing made of cloth manufactured at this city from cotton grown in North Carolina! We were not so far from home after all. The hills surrounding the station prevented our seeing much of the city, and as the train enters three tunnels on leaving the depot we did not get a good view of the place until we were beyond its suburbs.

From the windows of our cars we could see the noted cathedral of St. Ouen, which was built early in the thirteenth century; also, we had a view of the Notre Dame Cathedral with its massive iron spire four hundred and sixty-five feet high, and the noted Joan of Arc's tower which was the scene of the trial of that remarkable woman on the charge of witchcraft. The railway after leaving the city crosses the river Seine, and again we are gliding along a most beautiful valley, even rivaling in attractiveness that along which we had just before traveled. The landscapes are now much broader, the hills more sloping, and the scenery more imposing. The river Seine is full of picturesque little islands, and on its waters were great numbers of boats bearing merchandise between the many cities along its shores and to the sea for exportation.

We were struck with the general improvement of the soil as we went more towards the interior of the country.

The orchards of Normandie have now given place to the extensive vineyards of the Seine in which there are great numbers of pretty French peasant girls working.

Their tasty costumes of short dresses, bright colored sacks, jaunty little caps, and black stockings, as they move about among the vines, or in the rich green meadows, present a rural picture which is exceedingly pleasing.

It is quite a contrast to another scene which occasionally opens to our view along the river—the women with skirts well tucked up standing in the water about knee-deep doing the week's washing by slamming the garments upon the rocks and beating them with long wooden paddles! But we went to France with a determination not to be surprised or shocked at anything we saw or heard.

Along this route are a number of large and important cities, and some of them have occupied conspicuous positions in the eventful history of France.

At Gaillon is the Chateau of Gaillon, the favorite residence of Francis I, erected in 1500; a little further on is the ruins of the Castle of Gaillard, erected by Richard Coeur de Lion at the spot where it is said to have once rained blood, which was in 1314 the scene of the murder of Margaret of Burgundy, wife of Louis X; at Mantes William the Conqueror received injuries by a fall from his horse in 1087 from which he died at Rouen.

The Frenchmen have so constructed this railway that just as we are intensely interested and charmed with some landscape or historic locality the train shoots into a tunnel as dark as Egypt, from which it emerges apparently exactly in time to again cross the river Seine. So we are continually giving vent to our admiration in a long-drawn-out "Oh-h-h-h!" or to our disgust in a short grunt, "Umph!"

At Mantes we exclaim in rapture, "Oh, look!" as we catch a first glimpse of the wonderful Eiffel Tower at Paris, which seems to be quite near us although it is more than thirty miles distant! We can scarcely believe that we now really see that marvelous piece of engineering skill about which we have been reading for so many months; but sure

enough there it stands in its grandeur, as some silent and solitary watchman over the most beautiful city on the globe!

About twelve miles from Paris we reach Acheres, in the celebrated forest of St. Germain, which was a favorite place with the kings of France. At the beautiful and healthy St. Germain a number of wealthy English people have erected elegant homes. The palace of St. Germain, the former residence of the kings, is plainly seen on a hill not far away.

Our train did not make a single stop after leaving Rouen, about one hundred and twenty-five miles back. Soon after passing Asnieres we darted across the river Seine for the ninth and last time, intersected the line of fortifications near Clichy, entered a short tunnel under the Place de l'Europe from which we rushed into the Gare St. Lazare at 6:30 p. m., and as the brakes brought the train to a stop the doors of the carriages were thrown open and the guards sang out "Paris!"

Here again we have an opportunity to appreciate the care given by Messrs Henry Gaze & Son to their tourists, and we find four handsome four-horse carriages awaiting us, with two clever and accommodating English guides to render us every possible assistance. Finding that our train was formed into two sections after leaving Dieppe, and that about forty of our party were on the second section which was twenty minutes behind us, we left two carriages and a guide to receive them, and we were in a few minutes pleasantly roomed at the large and commodious hotels Excelsior, Albion and St. James on the Rue Matignon, in the very centre of the French capital. The hotels are but two blocks distant from the Champs Elysees, and only one block from the Palais Elysees, the magnificent residence of President Carnot.

Supper having been ordered for us by telegraph by Gaze & Son before we left London, it was upon the table await-

ing us, and we speedily proceeded to enjoy it as only tired tourists can.

The three elegant hotels Excelsior, Albion and St. James are built in a group, with a large and handsome court in the midst of them. They are united by stairways so that they are practically one building, and are thus specially adapted to the entertainment of large parties. They were leased by Messrs. Henry Gaze & Son during the Exposition expressly for the accommodation of visitors who procured railway tickets through their agency. This was a great convenience to travelers during the over-crowded condition of Paris while the Exposition was drawing hundreds of thousands of visitors to the city, many of whom were obliged to pay from three to five dollars each night for simply one-half of a double bed! Having secured our hotel coupons in London our bills for board, lodging, lights and service were only \$2.50 per day.

After dinner several ladies and gentlemen of the party strolled over to the Champs Elysees, just to catch a first glimpse by gaslight of the most noted and beautiful street in the world.

Just across the street from our hotel was a large building in which we took a special interest as soon as we saw it. It is now used as a barrack for a command of French soldiers, but it was not on account of its present uses that we felt interested in it.

In large letters across the front of the building, in the space between the first and second stories, we read the name "FRANKLIN"! It was the residence of the celebrated Benjamin Franklin during his service as United States Minister to France over one hundred years ago! We looked at that building many times while we lingered in the French capital, and the name which ornamented its front had a peculiar and patriotic charm for us.

ARE YOU A "READING" TEACHER?

Teachers should do more general reading. They ought to encourage their pupils and patrons, also, to read more; and this encouragement, to be worth anything, must be by example as much as by advice.

Whatever society, club, or organization of a literary nature exists in a community should have the teachers among its first patrons and most zealous supporters. The people of a community look to the teachers as their literary leaders, and those people may be easily led to a higher intellectual development when it is impossible to drive them or persuade them simply by giving advice, however good it may be.

It is said that in a prominent North Carolina city there exists an excellent Library Association, with a very low expense of membership and first-class privileges, and there is but *one* teacher among its roll of members, although there are a number of large public and private schools in the city employing about thirty teachers! These teachers all advise their patrons and pupils to read, while the teachers show no disposition or desire to do so. It is folly for such teachers to expect to have a school of reading pupils.

There are thousands of teachers in this and other States who neither subscribe to or ever read a professional publication. It may be true that they know so much that they do not need the help of any educational journal, but their co-laborers are scarcely prepared to admit this claim of professional perfection while the greatest educators in the world are constantly studying their work.

THERE IS A broader field of usefulness for the teacher than for the members of any other profession. The power and influence of a conscientious teacher is felt in every department of the community where such a teacher works.

[For The North Carolina Teacher.]

MIRAGE IN NORTH CAROLINA.

BY JOSEPH A. HOLMES, UNIVERSITY OF NORTH CAROLINA.

Along with many other teachers I have often wished that I might be able to visit the Sahara or Arabia, or some other desert region, and see there an example of that curious phenomenon which our geographies call a mirage. And my desire to do this has been increased by the discovery of a mirage on a small scale in Eastern North Carolina.

The circumstances were as follows: On the morning of the 9th of July, 1889, while engaged in making a geological survey along the line of the Wilmington & Weldon Railroad, between Rocky Mount and Toisnot, I walked through a cut and down the track for nearly a mile beyond.

Looking back up the railroad I was surprised to find that I was unable to see the road-bed with its rails and cross-ties for more than a few hundred yards distant, and at that point it seemed to pass beneath the surface of a body of water. Beyond this seeming body of water the tops of a few trees were in sight, and the images of these were faintly reflected below, very much as if it were a real body of water.

"A mirage without visiting the Sahara," I thought, and proceeded at once back up the railroad to take a drink of this mysterious water. But it receded before me, and after following it for nearly half a mile it disappeared. As I walked down the railroad again it reappeared behind me.

A man plowing in an adjacent field informed me that the phenomenon was often seen there for a few hours in the morning on very warm days when the air was very still. The soil, etc., of the railroad bed becomes heated at such times and heats the layer of air next the ground. I well remember that on this morning the soil and the air were very warm, and there was no breeze.

WORSE THAN THE "BAD BOY."

I have been reading letters from all parts of the universe relating to bad boys of all sizes and ages, in all the educational papers, ever since I began to take any interest in boys, or papers either, which was about seven years ago.

I have read a thousand remedies for the cases in all stages. I have read: "How to gain the love of a bad boy;" "How to manage a bad boy;" "Be patient with the bad boy;" "Look for the good points in a bad boy," etc. Now I think he has had attention enough, especially since there is a being in existence who is infinitely more worthy of attention.

That being is the "bad girl." She can do, say, and act more mean things than ever dawned on the mind of the worst boy in the world. She can give a look or shrug her shoulders in a way that will make a teacher who is the rival of Job for patience, want a handful of hair. No boy does such things. She can say what no boy could say if he were to rehearse for a week. Then, if the teacher offers any reproof or treatment that's not agreeable to the young lady (?) she assumes an abused air, puts on a meek look, and appears before her friends and parents bathed in tears, thereby awakening more sympathy than was ever extended to all the bad boys in the world. She and her parents want her paid all the respect due a young lady, and at the same time allowed the privileges of a child.

Now will some teacher, who has had seventy-five years of experience, prescribe for such a case? Please don't say anything about "kind treatment," "appealing to finer feelings," or anything else that is applicable to the case of a bad boy. Such medicine has not the slightest effect on a bad girl. It just takes a girl of that kind about two years to bring grey hairs and wrinkles to a teacher, and make her look as though she needed upholstering.

If I must have one of them, give me what the world calls the coarser article, the bad boy, but deliver me from the bad girl. Be sure the prescription is something agreeable or the "uncles and the cousins and the aunts" will be opposed.—A. C., in *N. E. Journal of Education*.

VERY SENSIBLE.

THE FOLLOWING article is an editorial in the December number of the *Van Buren County Teacher* (Iowa). The editor, Supt. J. H. Landes, has had ample opportunity to observe whereof he writes, and his judgment is not to be set lightly aside. He says:

"After a thorough trial and mature deliberation, we have come to the conclusion that the word method in teaching reading is not a complete success. Now do not form a hasty conclusion and assume that we are going to recommend that we go back to the A B C method of our fathers and grandfathers, for we are not going to do it. By the word method the work appears for a time to be satisfactory, but we charge against it that it fails in the final result, in that it gives the child little ability to call a new word at sight.

"The child is taught, largely, to depend upon the teacher for the naming of the new word or words which he is to add to his vocabulary, and without the teacher he is all at sea when he encounters a new word, however simple. It does him no good to spell the word, he has very little knowledge of the powers of the letters, and he cannot use the little that he has, independently. Neither can he pronounce the syllables for he has been taught words only. Consequently, when he spells 'ba-ker' he cannot pronounce the syllables, since they are not words, and he has been taught nothing but words.

“Therefore, I say it does him no good to have him spell the new word. In this respect the old spelling-book method had an advantage over the word method, since the child was taught to spell and pronounce pages of the simpler forms, beginning with ba, be, bo, etc., and this kind of an exercise evidently helped him to pronounce syllables, and hence, words. It will not be necessary for you to mention in reply that you combine the phonic method with the word method, and therefore obviate this difficulty. They all do that, I presume, and yet the difficulty still remains. We have found that the sounds of letters are too arbitrary for the little fellows to use successfully.

“After the teacher gives the sounds of letters in a given word, the child can give them, and even then, perhaps, he cannot put the sounds together and pronounce the word. But suppose he can, does this make him the master of a new word, when the teacher must go before him as a pioneer and give him the sounds of the letters?

“We know very little about the synthetic method, but from what we do know we are of the opinion that there is much foolishness connected with it. However, every method has some good points, and the synthetic method is strong in the very point where the word method is weak. The strong part in the synthetic is that it enables the child to conquer new words, and, consequently, he does not remain tied to his teacher's apron string until he is a large boy.

“We believe, therefore, that the time has come when we should know the strong points in the different methods, as well as the weak points in the method which we use; that we should not adhere to any particular method for the sake of the method, or because we like the name of our method, or because it is the latest thing out. The proper thing to do is to use the strong points in all the methods, for they

all have them, and let our method be what might be called an 'eclectic method.'

"As the synthetic is the least known, we would advise that our teachers make themselves familiar with it, not to adopt it, but to select from it and to supplement with it."

GOOD WORDS FOR THE COLLEGE MAN.

It is about time for the "college graduate" sneer to be dropped, anyway. It is safe to say that the cases in which a college education unfits a man for business are so few and far between as to deserve no consideration compared to the inestimable benefits which such an education really brings to all who are willing to profit by their early training.

No one will attempt to assert that a college course will transform a born fool into a sound business man, but it is equally absurd to intimate that it will transform a born business man into a fool. The training in a collegiate course is largely mental, and its aim is primarily to teach students to think for themselves.

If a thinking man is doomed to failure in every branch of practical business, then arrangements should promptly be made to endow idiot asylums in order to furnish new Napoleons of finance for the stock market and railroad managements.

It is also curious, if collegiate education has so deleterious an effect as its detractors intimate, that the leading banking and railroad kings have endowed universities, schools, and colleges, and have so bitterly regretted in many cases that their own education was not equal to that which they were determined to give to their children.—*Boston Advertiser.*

SCHOOL WORK.

The necessity for school children studying their lessons at home seems to be growing. Six hours a day in school, with the usual intermissions, is none too long a time, but when to that is added the necessity of studying at home, night and morning, this matter of education on the part of primary school pupils is carried to excess.

It is as easy to overload the brain as it is the stomach, and far more injurious. Mental dyspepsia is a disease that is hard to cure, disastrous—sometimes fatal—in its results. Let school work end when school is dismissed, and we feel sure that the permanent results will be better.

Dr. W. A. Hammond, whose ability none can question, has recently said: "Not only do our schools begin too early in the season, and too many studies are pursued in them, but the hours devoted to school work are more than should be required, due regard being had for the welfare of both mind and body."

Proper exercise of the memory is strengthening; but if this faculty be overworked, it is worse than as if the child were allowed to grow up in ignorance.—*Baltimore Globe*.

[It is the opinion of THE TEACHER, after much observation and some experience, that there are too many hours in a school day. In most of our schools the children are required to study six hours, and when the day is ended both teacher and pupils are mentally exhausted. We believe that four hours daily of close and systematic study will accomplish as much work as is now done in the six hours. If this change was adopted as to the number of hours of study in a day the results would be as satisfactory, and we would see brighter, merrier, happier, and healthier school children, and a much more contented, faithful, and energetic brotherhood of teachers.—EDITOR.]

IN THE SCHOOL-ROOM.

THE BACHELOR.

(RECITATION.)

Returning home at the close of day,
Who gently chides my long delay,
And by my side delights to stay?

Who sets for me my easy chair,
Prepares the room with neatest care,
And lays my slippers ready there?

Who regulates the evening fire,
And piles the blazing fuel higher,
And bids me draw my chair still nigher?

When sickness comes to rack my frame,
And grief disturbs my troubled brain,
Who sympathizes with my pain?

Nobody.

MAKE EACH STEP SURE.

There are several methods by which the facts in the lesson may be fixed in the pupils' minds. Not the least important is that of good teaching, but even with this as an assured fact, there is danger that the salient points of the lesson will not remain in the children's memories.

If a topic is developed logically, and the teacher by adroit questioning draws out from the children's general but nebu-

lous knowledge facts pertaining to the lesson, the first best step has been taken towards securing the fixity desired. The children add to their knowledge by helping to know. Repetition follows development and this should be done with as much tact by the teacher as was employed in first teaching the lesson.

A poll-parrotty repetition of certain words of a lesson is sound without sense, and time is wasted when it is given to such work. Review of the lesson after a day's interval is of course excellent and necessary, and reviews should be frequent and embrace as far as possible and practicable all previous work done in the branch of study under consideration.

Development, repetition, review, drill, are the foundation stones of the structure we build when we unfold the child's mind. Not one of the means should be lost sight of, not one should be slighted.—*American Teacher*.

PRONUNCIATION.

If you think you can pronounce, try this list and then consult Webster.

process	aged	address	aggrandize
allopathy	allopathic	aghost	aggrandizement
homeopathy	agile	bronchitis	aisle
canine	Alabama	catch	alas
coquetry	albino	coquette	albumen
comparable	algebra	incomparable	alias
Caucasian	alibi	adverse	alien
advertise	ally	almond	advertisement
walnut	almost	aerie	alms
after	agape	alternative	coroner

—*Exchange*.

WORTH KNOWING.

That the term "Saragossa Sea" is the name commonly used to designate a region of the Atlantic Ocean, which is covered by a peculiar floating sea-weed, either in tangled mass of considerable extent or simply scattered twigs.

That galvanized iron is merely ordinary iron which has been dropped in molten zinc, and retains a surface coating of the zinc when removed.

That the United States is the richest country on the globe, its estimated wealth at present being \$61,459,000,000.

AN HISTORICAL FACT.

Very few of us know of the origin of the song and air "Carolina." While Judge Gaston was upon the Supreme Court bench of North Carolina, '32-'33, he stayed at the house of Mrs. James Taylor, of Raleigh. One day that lady heard the air "Carolina" from some wandering Scottish minstrels, and being impressed with it, asked Judge Gaston to compose some verses and set them to the air which she hummed to him. "Carolina" was the result of this, and doubtless no other poem is better known throughout North Carolina at the present day than "The Old North State Forever."

There is an incident connected with the death, or rather the burial, of Judge Gaston. After his death he was laid out in a cool room adjoining a conservatory in which the air was rather warm and moist. The door between the two being suddenly opened the warm, moist air was suddenly converted into snow crystals and a miniature snow-storm swept across the room. The house and conservatory are both standing, being the residence of Hon. C. M. Busbee, of Raleigh.—*Chapel Hillian*.

TO GIRLS.

Be cheerful, but not gigglers; serious, but not dull; be communicative, but not forward; be kind, but not servile. Beware of silly thoughtless speeches; although you may forget them, others will not. Remember God's eye is in every company. Beware of levity and familiarity with young men.

A modest reserve without affectation is the only safe path. Court and encourage conversation with those who are truly serious and conversable; do not go into valuable company without endeavoring to improve by the intercourse permitted to you.

Nothing is more unbecoming, when one part of a company is engaged in profitable conversation, than that another part should be trifling, giggling and talking comparative nonsense to each other.—*Leigh Richmond*.

THE TRUTH.

An experienced school teacher says that pupils who have access to newspapers at home, when compared to those who have not, are better readers, better grammarians, better punctuators, and read more understandingly, and obtain a practical knowledge of geography in almost half the time it requires the others. The newspaper is decidedly an important factor in modern life.—*Exchange*.

IF WE "learn to do by doing" we must learn to think by thinking. Doing a thing over and over does not develop the mind and does not contribute to mind growth. It is, in fact, the worst sort of machine work.—*Educational Courant*.

ALCOHOL'S WORK.

BY ROBERT G. INGERSOL.

A TEMPERANCE DECLAMATION.

I am aware that there is a prejudice against any man engaged in the manufacture of alcohol. I believe, from the time it is issued from the poisonous worm in the distillery, until it empties into the hell of death, dishonor and crime, that it is demoralizing to everybody that touches it, from the source to where it ends.

I do not believe that anybody can contemplate the subject without being prejudiced against the crime. All we have to do is to think of the wrecks on either side of the stream of death; of suicides, of insanity, of poverty, and of the destruction of little children tugging at the breasts of despairing wives asking for bread; of the men of genius it has wrecked, of the struggling with imaginary serpents produced by this devilish thing; and when you think of the jails and alms-houses, of the asylums, of the prison and the scaffold on either side, I do not wonder that the thoughtful man is prejudiced against this vile stuff called alcohol.

Intemperance cuts down youth in its vigor, manhood in its strength, and age in its weakness. It breaks the father's heart, bereaves the doting mother, extinguishes the natural affections, erases conjugal love, blots out filial attachments, blights parental hope, and brings premature age in sorrow to the grave. It produces weakness, not strength; sickness, not health; death, not life.

It makes wives widows, children orphans, fathers fiends, and all paupers. It feeds rheumatism, nurses gout, welcomes epidemics, embraces consumption, and fills the land with misery and crime. It begets controversies, fosters quarrels and riots. It crowds your penitentiaries, and furnishes victims for the scaffold.

It is the blood of the gambler, the element of the burglar, the prop of the highwayman, and the support of the midnight incendiary. It countenances the liar, respects the thief, esteems the blasphemer. It violates obligations, reverences frauds, hates love, scorns innocence and virtue.

It incites the father to butcher his helpless offspring, and the child to grind the parricidal axe. It burns up the men, consumes women, detests life, curses God and despises heaven.

It suborns witnesses, nurses perfidy, defiles the jury box, and stains the judicial ermine. It bribes voters, disqualifies votes, corrupts elections, endangers the Government. It degrades the citizen, debases the legislator, dishonors the statesman, and disarms the patriot.

It brings shame, not honor; terror, not safety; despair, not hope; misery, not happiness; and with the malevolence of a fiend, calmly surveys its frightful desolation, and unsparing with havoc, it wipes out national honor, then curses the world, and laughs at its ruin; it does more—MURDERS THE SOUL.

It is the sum of all villainies, the father of all crime, the mother of all abominations, the devil's best friend, and God's worst enemy.

[For the North Carolina Teacher.]

SOME SHORT CUTS.

BY EDWARD E. BRITTON, PRINCIPAL OF MOUNT OLIVE HIGH SCHOOL.

It is a matter of prime importance that the day's work in a well ordered and well conducted school should begin with opening exercises in which the school is assembled as a unit in some one room of the building.

In these opening exercises music of course holds an important place, but there should be something more than

this; there should be questions in geography, history, State government, news of the day, and above all there should be test questions in arithmetic, serving to stimulate the minds of the pupils, and arouse a spirit of pardonable rivalry among them as to who can calculate most rapidly.

Rapid addition, subtraction, multiplication and division, both oral and from blackboard, is a valuable exercise, and the purpose of this article is to give to my co-laborers in the "shooting gallery" business—as a preacher friend of mine calls a school, because, as he puts it, "it is a place where you teach the young idea how to shoot"—some short cuts in the multiplication of fractions.

1. Ask your pupils to multiply $3\frac{1}{2}$ by $3\frac{1}{2}$ and a pause ensues. Then give this "short cut:" Drop $\frac{1}{2}$ from one number, add it to the other, multiply the results and annex $\frac{1}{4}$, thus:

$$\begin{aligned} 3\frac{1}{2} - \frac{1}{2} &= 3 \\ 3\frac{1}{2} + \frac{1}{2} &= 4 \\ 4 \times 3 &= 12 \\ 12 + \frac{1}{4} &= 12\frac{1}{4} \end{aligned}$$

This rule will work whenever you wish to square any mixed number which ends in $\frac{1}{2}$.

2. To multiply two mixed numbers, whose difference is but one, and which end in $\frac{1}{2}$ apply this rule: Drop $\frac{1}{2}$ from lesser number, add $\frac{1}{2}$ to greater number, multiply the results and annex $\frac{3}{4}$, thus:

$$\begin{aligned} &5\frac{1}{2} \text{ multiplied by } 4\frac{1}{2}. \\ 4\frac{1}{2} - \frac{1}{2} &= 4 \\ 5\frac{1}{2} + \frac{1}{2} &= 6 \\ 4 \times 6 &= 24 \\ 24 + \frac{3}{4} &= 24\frac{3}{4} \end{aligned}$$

3. To multiply two mixed numbers whose difference is but two, and which ends in $\frac{1}{2}$: Drop $\frac{1}{2}$ from lesser, add

$\frac{1}{2}$ to greater, multiply these results and add $1\frac{1}{4}$ to answer, thus:

$8\frac{1}{2}$ multiplied by $6\frac{1}{2}$.

$$6\frac{1}{2} - \frac{1}{2} = 6$$

$$8\frac{1}{2} + \frac{1}{2} = 9$$

$$6 \times 9 = 54$$

$$54 + 1\frac{1}{4} = 55\frac{1}{4}$$

4. To square a mixed number ending in $\frac{1}{4}$: Multiply the integers and to this product add one-half of either integer, plus $\frac{1}{16}$, thus:

$4\frac{1}{4}$ multiplied by $4\frac{1}{4}$.

$$4 \times 4 = 16$$

$$16 + 2\frac{1}{2} = 18\frac{1}{2}$$

5. To square mixed numbers which end in $\frac{3}{4}$: Multiply one integer plus 1 by the other integer and to this product add one-half of one integer, plus $\frac{9}{16}$, thus:

$6\frac{3}{4}$ multiplied by $6\frac{3}{4}$

$$6 + 1 = 7$$

$$7 \times 6 = 42$$

$$42 + 3\frac{9}{16} = 45\frac{9}{16}$$

These "short cuts," so far as I have examined them, are all susceptible of mathematical demonstration, and I give them to my fellow teachers for what they are worth, knowing that the use of these and any other quick methods, or "odd" methods, if you choose, have a way of their own in getting into that "cranny" in a boy's head he calls his "memory box," and when they get there they stick.

Used as mental exercises at any time they will be found to strengthen the memory and incite to rapid work. Try them.

DEPARTMENT OF LITERATURE.

EDITED BY MISS LIZZIE BELLAMY, RALEIGH, N. C.

Contributions to this department are invited from all female teachers.

OTHELLO.

Shakespeare, it is evident, did not intend Othello to be a hero. He has no heroes, and yet "Othello would have been one if his simplicity had not been so great as to leave him the prey of every base practice round him."

Desdemona saw his "visage in his mind" and loved him for the "dangers he had passed."

A soldier, and a brave one, he could lead an army into battle against a thousand foes, but from the cunning and hatred of one man could not defend himself. He was free and open, easily led, and believed all honest who so appeared. Iago had but to affect honesty to accomplish his wicked purpose.

Knowing Othello's unsuspecting nature he wrought upon his mind, and by "trifles light as air" awoke "within his breast a flame" of jealousy which, though feeble at first, burned ever brighter and brighter, higher and higher, till the flames suddenly enveloped him and went not out save with his life.

Iago's hatred did its work of ruin. At first we find a soldier, valiant and brave; then a lover, pouring forth the story of his life; then a husband, loving at first, but so soon turned almost to a monster with jealousy his ruling passion.

"Like to the Pontic sea,
Whose icy current and compulsive course
Ne'er feels retiring ebb, but keeps due on
To the Propontic and the Hellespont,
Even so his bloody thoughts with violent pace
Did ne'er look back, ne'er ebb in humble love,
Till that a capable and wide revenge
Did swallow them up."

So changed he now became that he not only dared to plot against the life of his friend but even planned the murder of his faithful wife. For since Iago's words had sunk into his heart his mind had never been content. All love of war was gone, and he who once had thought by "plumed troops" and "big wars to make ambition virtuous," now hated the sound of the spirit-stirring drum, the ear-piercing fife, the pride and pomp of war, and lived only for revenge. O deceived man, to think that justice made you take the life of one so pure as gentle Desdemona!

"Not easily jealous, but, being wrought, perplexed in the extreme, his hand, like the base Indian, threw a pearl away richer than all his tribe." Well may his eyes, unused to the "melting mood, drop tears as fast as the Arabian trees their gum," when the thought sweeps over him, like the full tide, that he is a murderer.

Noble and unsuspecting he may have been, but weakness and that green-eyed monster, jealousy, wrought his ruin.

THE ELIZABETHAN DRAMA AND THE VICTORIAN NOVEL.

The drama and the novel differ so widely in their respective methods that it is strange that their results should be so closely comparable. The impressions which come from reading a well-written novel are much the same as those from three or four hours spent in a good theatre.

The question now arises whether these two literary forms have the same possibilities, or whether one can accomplish anything where the other fails. The answer is doubtful. For while the novelist by appealing to the mind's eye makes prominent what he pleases, the dramatist addresses the bodily eye and is restricted to the resources of the costumer and carpenter.

Actors almost monopolize attention by their physical presence, their gestures and the sound of their voices. The novelist, by an amplitude of detail wrought into his story, can recreate an age.

The difference is one of perspective, and it is this which distinguishes the Elizabethan and the Victorian views of life, and hence of art.

It is the present aim of art to throw on life all manner of side-lights which the stage cannot contrive but which the novelist professes to manage.

The round unvarnished tale of the early novelist is dead, and in its place we have a fiction that seeks to be complete as life itself.

In seeking to be all things the novel has usurped the functions of the essay and platform and has thus become ephemeral; for broad though its causes may be it must be entirely for universal human interest or it ceases to be art.

The tendency of novels to give themselves to narrow interests is in marked contrast with the Elizabethan drama and suggests reasons why the latter is more satisfactory.

In each period there is an excellence and a relative defect in the Elizabethan roundness and balance, but a want of fullness; in the Victorian knowledge but a falling short of comprehensiveness.

As the Elizabethan lived with all his might his art was intense and round, but restricted, and as the Victorian views life by a reading-lamp, sitting apart, the novel gives a more complex treatment of life with rarer success in harmony.

The largeness in Victorian life and art argues a quality of spirit which is peculiarly non-Elizabethan. Their minds are not above humanity but are deep rooted in it. Hence they are fit to deal with life in all the heights and depths known to our time.

Both periods are at heart earnest, and the stamp on the literature of each is that of reality, heightened by romance. Nor is this argument shaken by the novel laying considerable stress on the outside of life, while the drama is almost heedless of it.

All great novelists are more or less successful, for, as artists, they are in sympathy with all men. Even Dickens is often just and accurate. The most powerful pen is George Eliot's. In Adam Beede she has chosen an ordinary community, and by romantic analysis of character shown its members to be as interesting as the court of a rich heir. The Elizabethan deals almost solely with princes and men of wealth.

Beaumont and Fletcher seldom go beyond a few citizens picked from the streets of London for purposes of low comedy.

Ben. Jonson is a little more varied but his poor men are usually rascally servants. In Shakespeare very little justice is done to men of low degree.

The difference between the dramatists and the writers of to-day is that the former worked more from experience than from models; they were mostly actors and succeeded by keeping wide-eyed to please their audiences and themselves. Consequently, they did not love theory, and did not breathe it like us.

In great writers saving graces serve to lessen the clumsiness, but in the smaller ones it is comical foolishness.

Mr. Grant Allen is a man full of theories, and to prove this he writes novels.

We find a tendency to didacticism in the best novelists. In George Eliot it takes the form of discursions in easy satire, and in Thackeray it becomes little sermons. In these it merely weakens, while in Dickens and Reade it is often destructive. This flaw is not to be found in old dramatists. Perhaps one reason for the novel being encumbered with discursive essays is that it may be as long as you please. A play has to be seen at one sitting, while a novel can be taken up and laid down at pleasure.

The example was set by Scott. The familiar fault of novelists is to be lavish, thereby blurring instead of brightening the human figures, whereas description ought to be for the elucidation of a situation, or revelation of character. This rational use is illustrated by Shakespeare when he wishes to express Othello's rage. "The Moor in one imaginative sentence places himself before a visionary background where the forces of nature are but a symbol of the passion that is carrying him before it."

There is something in passages containing such sound as

"The murderous surge
That on the unnumbered idle pebbles chafes."

which is infinitely beyond prose. Contrasted with the lyrical note, prose has no powers that are definite and appreciable. "And thus the drama makes up what it loses in spaciousness from physical limitations, by the greater adaptability of its language to the requirements of the situation, commanding, as it does, all the subtleties of verse together with the necessary resources of prose."—*Lippincott's Magazine*.

OF ALL THE battles there are none like the unrecorded battles of the soul.

WE ARE NO longer happy so soon as we wish to be happier.

SAYINGS OF THE WISE.

WHEN WE read a story of heroism, or see any beautiful illustration of human character and quality, the pleasantest impression is that it is not exceptional. Life is full of these noble instances; it is a many-faceted diamond of the purest lustre. In the same way if we come upon the description of a charming woman or a superior man whose name is not mentioned, our own knowledge supplies the name, and the portrait seems to be drawn from an original that we had supposed to be unsuspected.

A beautiful woman said to a circle of admiring men that when she was a girl she often crossed the street to meet a famous beauty and receive a morning smile and salutation. She spoke with the warmth of happy recollection, but there was not a man who listened who had not crossed the street to meet her as she the older woman. She was the unconscious heroine of her own story, and herself interpreted her words. When the poet sang his song of Urania, a thousand men thought of a thousand star-eyed women whom they knew. When his song was of Cecilia, each one of a throng of hearers said, "I know her." But when he touched the string for the Anonyma of his hope and dream, every Romeo whispered to his Juliet, "He means you."—*Harper's Monthly*.

THE TRUTH IS, that, the primitive wants of nature once tolerably satisfied, the majority of mankind, even in a civilized life full of solicitations, are with difficulty aroused to the distinct conception of an object toward which they will direct their actions with careful adaptation, and it is yet rarer to find one who can persist in the systematic pursuit of such an end. Few lives are shaped, few characters formed, by the contemplation of definite consequences seen from a distance and made the goal of continuous effort or the beacon of a constantly avoided danger.—*George Eliot*.

THE MOMENT a man can really do his work he becomes speechless about it. All words become idle to him—all theories. Does a bird need to theorize about building its nest, or boast of it when built? All good work is essentially done that way—without hesitation, without difficulty, without boasting.—*Ruskin*.

GENERATION after generation takes to itself the Form of a Body; and forthwith issuing from Cimmerian Night, on Heaven's mission appears. * * * Like some wild-flaming, wild-thundering train of Heaven's artillery does this mysterious mankind thunder and flame, in long-drawn, quick-succeeding grandeur, through the unknown Deep. Thus like a God-created, fire-breathing, Spirit-host, we emerge from the Inane, haste stormfully across the astonished earth, then plunge again into the Inane. Earth's mountains are leveled, and her seas filled up, in our passage; can the Earth, which is but dead and a vision, resist Spirits which have reality and are alive? On the hardest adamant some footprint of us is stamped in; the last Rear of the host will read traces of the earliest Van. But whence? O Heaven, whither? Sense knows not; Faith knows not; only that it is through mystery to mystery, from God to God.—*Carlyle*.

HE IS NOT DEAD TO ME, nor can be so;
 For interwoven with the songs he made
 The living soul remains and shall not fade,
 But shine forever with a changeless glow.
 Thus when I read, the face I used to know
 Shall come again with smiles from out the shade,
 And I shall feel upon my shoulder laid
 His hand, and hear his dear voice speaking low.

Alas! with all these memories of him,
 I cannot cheat my sorrow of the truth—
 The bell has rung and death has shut the door!
 But like a star beyond the shadows dim
 That weave the night, shines this pure soul of youth
 Among the souls of poets evermore.

—*Frank Dempster Sherman*.

NORTH CAROLINA TEACHERS' ASSEMBLY.

ORGANIZATION FOR 1890-'91.

OFFICERS:

CHARLES D. McIVER, President, Charlotte.
EUGENE G. HARRELL, Sec. and Treas., Raleigh.

VICE-PRESIDENTS:

- | | |
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| 1. Hugh Morson, Raleigh. | 5. J. A. Holmes, Chapel Hill. |
| 2. J. J. Blair, Winston. | 6. Alex. Graham, Charlotte. |
| 3. J. B. Brewer, Murfreesboro. | 7. Mrs. Annie McGilvary, Statesville. |
| 4. J. Y. Joyner, Goldsboro. | 8. Miss Rachel Brookfield, New Bern. |
| 9. Miss Bettie Clarke, Oxford. | |

EXECUTIVE COMMITTEE:

CHAS. D. McIVER, Charlotte,	<i>ex officio</i> President.
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C. B. Denson, Raleigh.	E. McK. Goodwin, Raleigh.
L. D. Howell, Winston.	

COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Morehead City, N. C., Tuesday, June 16th, 1891, continuing to June 30th

TO EVERY NORTH CAROLINA TEACHER.

An event of special importance to the teachers of North Carolina will be the eighth annual session of THE NORTH CAROLINA TEACHERS' ASSEMBLY at Morehead City, June 16-30, 1891.

Men and women of the highest reputation and success in our State, representing every department of education, will be present to meet you and give you their best thoughts and views in professional work.

The meeting will be one of unusual educational value, such as ambitious and progressive teachers cannot afford to lose. It will be a time to make most pleasant and valuable acquaintances, renew and strengthen old friendships, exchange professional experiences with those who are working in lines like your own, and to get broader, deeper and more practical conceptions of popular education.

The results of such a delightful meeting of our teachers as has been planned for the coming session of the Assembly are certain to increase the interest of all our people in education; and to establish our schools on a more prosperous basis than ever before.

There will be full and free presentation and discussion of such methods of teaching as are adapted to the peculiar conditions of our educational systems, public and private.

Teachers cannot be too strongly urged to be present who desire to become more efficient in their work; to know why the most successful members of the profession succeed; to secure a good school position or a change of location for the fall term; to gain a new educational inspiration, or to recover from the fatigue of a school term by the unfailing influences of the refreshing sea-breeze and the exhilaration of an ocean bath.

The expenses of your trip will be exceedingly light—a two weeks' visit to the Assembly, including round-trip railroad fare from the most distant portion of the State and first-class board at the famous Atlantic Hotel, need not cost over \$25. The total average expense of attendance for the entire session, including railroad fare and board, will not exceed \$18. The professional and social value of the meet-

ing to a teacher will be many times greater than the slight expense of attendance.

The annual fees for membership in the Teacher's Assembly are \$2 for males and \$1 for females. Upon payment of the fee, to the Secretary or Treasurer, a "Certificate of Membership" will be furnished, which will entitle the holder to all special railway and hotel rates and every privilege of the Assembly session. Friends of education, upon recommendation of County Superintendents, are permitted to attend the Assembly on same terms as teachers.

The various railroads of the State have made, specially for the Assembly, a very liberal rate of about *one and a half cents a mile each way*. Tickets are good to return any time within six weeks, and permit stopping over on the return trip. The great Atlantic Hotel gives first-class accommodations to all who hold certificates of membership at a uniform rate of *only \$1 per day*. The boatmen make reductions for sailing and fishing parties so that these delights may be constantly participated in by all.

The popular and eloquent REV. T. DEWITT TALMAGE has been engaged for a lecture on Friday evening, June 19th, at the Assembly.

Among the eminent educators from other States will be HON. W. T. HARRIS, LL.D., United States Commissioner of Education, and DR. JEROME ALLEN, editor of *New York School Journal*.

It will be necessary to show your certificate of membership to the railroad agent at your station when purchasing the teachers' ticket to Morehead City. Be sure that your baggage is *checked through to Morehead City*.

A cordial invitation is extended to teachers and friends of education of other States to visit the Assembly and enjoy with us the privileges of the session and the delights of the sojourn at our "Educational Capital by the Sea."

CHAS. D. MCIVER, President.

EUGENE G. HARRELL, Secretary.

REV. T. DEWITT TALMAGE.

The Executive Committee has succeeded in making an engagement with the famous REV. T. DEWITT TALMAGE, the most popular lecturer in America—yes, in the world—for an evening at the Teachers' Assembly this summer. A great many summer gatherings were exceedingly anxious to secure this most original thinker and eloquent speaker, and he consented to make only a very few engagements for this season, and it was the good fortune of our Assembly to obtain by telegraph one of these engagements for Friday evening, June 19th. There are few auditoriums in North Carolina that would accommodate the immense audiences which assemble to hear Dr. Talmage speak, and even our large Assembly Hall will be far too small, but the great ball-room of the Atlantic Hotel will be filled with seats and used for the occasion. There will be from two to three thousand persons in that vast audience at Morehead City to hear Dr. Talmage. Excursions will be run on that day from Weldon, Greensboro, Wilmington and Fayetteville. It will be the grandest day and the biggest crowd ever seen at the Teachers' Assembly.

ASSEMBLY NOTES.

MESSRS. HARPER & BROTHERS have presented the Assembly two thousand copies of their "Institute Note-Book and Opening Songs" for the use of the coming session in June. The liberality of this publishing house is fully appreciated.

NORTH CAROLINA will "cover herself with glory" this summer by the grand meeting of her Teachers' Assembly at Morehead City. It is going to be the largest, most enthusiastic and progressive assembling of the teachers of the State and their friends that has ever been seen anywhere within our borders.

MR. CHARLES MANGUM, of the University, has been engaged to give a course of lessons to the Assembly in Physical Training as adapted to schools. This will be a most valuable course of instruction, and is to be entirely without cost to all teachers who desire to take it. His work will begin on the first day of the session, and no teacher can afford to miss it.

EVERY FRIEND of education in North Carolina is cordially invited to attend the Teachers' Assembly this summer. One of the prime objects of the Assembly is to have the teachers and their friends meet in pleasant social intercourse for the mutual benefit of all parties. By this means the office of the teacher is ennobled and the cause of education made more popular in the State.

NORTH CAROLINA is more aroused than ever before upon the subject of education, and this will cause a larger number of people to assemble at Morehead City in June than at any previous meeting of the Assembly to discuss these great and interesting matters. It is expected that not less than *three thousand* teachers and friends of education will attend the coming session of the Assembly.

THE SECRETARY is busy issuing the new certificates of membership for 1891. This is a good time to send in your annual fees and secure your certificate. It is also well for you to begin to make up parties for the trip to Morehead City among the teachers and your friends in your community. You can also now engage rooms for yourself and friends by writing to Messrs. Foster Bros., Morehead City, or Raleigh.

THE PROGRAMME for the Assembly is receiving special care from the Executive Committee, with a view to making it even better than any previous one. It will be issued in a few days.

MESSRS. FOSTER BROS., proprietors of the Atlantic Hotel, are having many applications from teachers for reserved rooms during the Assembly. They are determined to give comfortable quarters to every teacher, and they will reserve rooms up to June 16th for all who may apply for them. Make your arrangements to go to Morehead on the first day of the Assembly, and you will find it much more pleasant than if you had waited until later in the session.

THE "RULES" for the "MUSIC CONTEST" are simple and as follows: 1. Each contestant to play one piece of her own selection after as much previous practice as she desires. 2. A number of pieces of same grade will be placed in the hands of the committee on the evening of the contest, and each performer will, after coming into the hall, select a piece without seeing it or having ever seen or heard it before, and these pieces will be played at sight without any previous practice. Lots will be drawn as to the place each player will occupy on the programme, and the committee will remain among the audience during the contest. The performers may choose any person to stand beside them at the piano to turn the sheets of music for them. There are now ten entries for the contest and they represent the best schools for girls in our State, and the contest promises to be exceedingly spirited and interesting. The young lady who wins that medal may well be proud of the victory, for no such an one will have ever been before won in North Carolina. The interest in this feature of the programme is so great that the Assembly has decided to offer two medals, one for instrumental music and one for vocal music, and the same rules will apply to each contest.

EDITORIAL.

WE HAVE ONLY a very few more copies of "Beer's Talks with Pupils" that we can offer as premiums to each subscriber to THE TEACHER who sends one dollar. The book has been very popular and the demand has been so large that we have nearly exhausted the edition that we controlled.

THERE ARE NOW lying on the editor's desk twenty-two letters from County Superintendents in North Carolina expressing the heartiest endorsement of the views held and promulgated by THE TEACHER in regard to the evil that is being done to the children of the State by some of the "new methods in education" which are being used to a senseless extremity by a few of our teachers.

THE LAST LEGISLATURE ordered that Physiology, Hygiene and Temperance should be taught in all the public schools of North Carolina. The State Board of Education, in compliance with the law, will adopt text-books upon the subject and due announcement of the series will be made. The introduction must begin with the next terms of the public schools. There is no option with teachers in this matter, as is the case with other books recommended for the public schools, but the law compels the use of the books herein named.

THERE ARE NOW Teachers' Councils in more than fifty of the counties of North Carolina. In nearly every instance the Councils were organized through the special effort of County Superintendents, and the regular meetings of the teachers have proven not only very interesting but of great value to the schools of the counties where the Councils existed. There ought to be a similar organization of the

teachers in every county of North Carolina. Will you try to effect an organization at once among the teachers of *your* county? It is easy to organize a Council and to keep it alive, and you will be surprised to find how many of your co-laborers are ready and willing to join hands with you in instituting a Teachers' Council for their mutual enjoyment and improvement.

ABOUT OUR TEACHERS AND SCHOOLS.

MISS WILLIE ROUNTREE is teaching at Grifton.

MR. A. T. LEE is teaching at Summit, Wilkes County.

MISS MAGGIE L. DAVIS is teaching at Walkup, Union County.

MISS MATTIE BROWN is teaching at Warrenton, Warren County.

MISS TEMPIE BATTLE is teaching at Whitaker's, Edgecombe County.

MISS MATTIE WHEDBEE is teaching at Woodville, Perquimans County.

MISS LILLIAN DEVANE has a good school at Rosedale, Pasquotank County.

MISS SALLIE J. FISHER has a private school at Jerusalem, Davie County.

MR. JAS. F. BROWER continues his successful school near Salem, Forsyth County.

MISS MARY FITZGERALD has a private school at Waynesville, Haywood County.

MR. H. E. KING is in charge of a school near Fayetteville, Cumberland County.

MR. W. J. HELMS, of Ansonville, has taken a school at Albemarle, Stanly County.

"STAY IN CAROLINA," is a patriotic song and chorus written by Rev. J. W. Holt, principal of Burlington School.

RUTHERFORD COUNTY has over six hundred pupils enrolled in the high schools of the county. Good for Rutherford.

MISS CORA BEAVERS (Peace Institute) is teaching a private class in art at her home near Williams' Mill, Chatham County.

REV. J. W. HOLT and Miss Kate Hayes are in charge of the public school at Burlington, and they have one hundred and eight pupils enrolled.

MR. W. A. OSBORNE has a growing and progressive school at Avery's Creek. He is doing excellent work with the methods which have always proven successful.

MISS C. AUGUSTA EVANS is principal of the High School at Henrietta, Rutherford County. Mr. Lanson Evans is assistant. Over seventy-five pupils are enrolled.

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE at Raleigh now has near a hundred students. This is most gratifying success for the second year of an entirely new institution.

MR. R. J. DAVIS, of North Carolina, is president of People's College at Pikeville, Tennessee, with 124 pupils enrolled. We are glad to know that he is succeeding so well in his chosen work.

CRAVEN COUNTY has an interesting Teachers' Council. At the regular meeting in March very instructive and entertaining papers were read by Miss Mary Allen and Mr. George W. Neal of New Berne High School.

MISS CLAUDE L. GRIER, one of the brightest young teachers of Cabarrus County, has accepted the position of local editor of the *Concord Standard*. We truly congratulate friend Cook upon his good luck and wise selection of an assistant upon the editorial staff.

THE BOARD OF TRUSTEES of Enochville High School elected Prof. P. E. Wright, of Roanoke College, and former tutor at North Carolina College, to the position of principal. Mr. Wright is a thorough scholar and an efficient teacher. The community and school are to be congratulated.

THE TRUSTEES of the Baptist University for girls met in Raleigh on 15th inst. and made arrangements for pushing the work actively forward. Rev. J. B. Boone, formerly President of Judson College at Hendersonville, was elected Financial Secretary, and it is expected that the institution will be opened for work in the coming autumn.

THE TRUSTEES of the State Industrial and Training School for Young Women are Messrs. W. P. Shaw, of Winton; R. H. Stancill, of Margarettsville; B. F. Aycock, of Fremont; E. McK. Goodwin, of Raleigh; H. G. Cheatham, of Elkin; M. C. S. Noble, of Wilmington; A. C. McAllister, of Ashboro; J. M. Spainhour, of Lenoir, and R. D. Gilmer, of Waynesville. This is an excellent board, and the institution is in safe and careful hands.

MR. ANDREW J. CONNER, of Northampton County, is one of the most efficient and enterprising County Superintendents in North Carolina. He has arranged for his teachers to edit a department in their county paper, and thus the cause of education is kept prominently before the people. As a result, Northampton County now has more and better public and private schools than for a long time previous. There is a live Teachers' Council in the county, and a much larger number of the teachers will attend the Assembly at Morehead City in June than ever before.

RUTHERFORD COUNTY is supplied with an unusual number of high grade private schools. Among the most prominent schools are: "Rutherford Military Institute" at Rutherfordton, Capt. W. T. R. Bell superintendent; "Female Academy" at Rutherfordton, Miss Belle Miller principal; "High School" at Forest City, Mr. B. H. Bridgers principal; "High School" at Ellenboro, Mr. L. W. Lynch principal; "Academy" at Sunshine, Mr. D. B. Johnson principal; "Whiteside Academy" at Uree, Rev. R. T. Whiteside principal; "Darlington School" at Darlington, Mr. A. L. Rucker principal; "Factory School" at Factory, Mr. E. C. Harris principal; "Vance Academy" at Island Ford, Miss McDowell principal.

CHATHAM HIGH SCHOOL, at Williams' Mill, closed its spring term on 17th inst. Mr. B. D. Barker, A. B., (Wake Forest College) is principal of the school, and under his excellent management it is enjoying a flood-tide of prosperity. Misses Valley Page and Mary McCoy are assistant teachers, and seventy pupils are enrolled, including quite a number of boarders from a distance. The closing exercises, consisting of speeches, declamations during the day and a concert in the evening, were most creditable alike to teachers and pupils and were attended by an unusually large audience. The editor of THE TEACHER having been honored by an invitation to deliver the literary address, most gratefully acknowledges his obligation to the exceedingly clever and hospitable people of Chatham for the many very kind courtesies which they extended to him during his visit to the school. The memories of the day are such as will be long and pleasantly cherished.

CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"
 That one and one are always two;
 But Cupid proves, with work so sly,
 Some wondrous things that figures do.
 And when he claims a teacher's hand
 All rules of figures then are done,
 Though two before the preacher stand
 This one and one are ALWAYS ONE.

REV. J. W. CROWELL, President of Trinity College, married MISS CARRIE H. PASCAL, of Woodbury, N. J., on April 30, 1891.

PROF. J. E. MATHENY, President of Raleigh Business College, married MISS MARY R. JORDAN, of Raleigh, on Thursday, April 23, 1891, Rev. J. J. Hall, D. D., officiating.

IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost, loved ones will be found again."

PROF. LOUIS VON MEYERHOFF, who was at one time teacher of music in the Baptist Female Seminary at Raleigh, died early in April at Las Vegas, New Mexico.

ON WEDNESDAY MORNING, April 8, 1891, GOVERNOR DANIEL GOULD FOWLE died suddenly of heart disease at the Governor's Mansion in Raleigh. The State has lost one of its ablest and most gifted public men, and the cause of education in North Carolina has been deprived of one of its strongest and truest friends. Governor Fowle was a regular member of the North Carolina Teachers' Assembly, and for the past four years he has attended the annual meetings at Morehead City throughout the entire sessions. His eloquent and enthusiastic speeches to the Assembly will long be remembered with pleasure and benefit by the thousands of teachers who have listened to his patriotic words of encouragement.

ON APRIL 15TH PROF. I. L. WRIGHT died at his home near Thomasville from the effects of injuries he had the day before received in a runaway of a team drawing a load of lumber. Prof. Wright for many years was a professor at Trinity College, but some years ago he retired from that position. He taught at Monroe a year or two ago, but recently has been living on his farm near Thomasville. He was between fifty-five and sixty years of age. He was much esteemed by all who knew him. He was a fine scholar, an influential gentleman in his community, and was a member of the Teachers' Assembly at its organization. His death will be greatly lamented by his numerous friends in this State and in South Carolina, where he was born.

AT RECESS.

The books and slates now put away,
And let us laugh a little while;
For those who work there should be play,
The leisure moments to beguile.

A MAINE debating society in school recently had for a subject: "Is it proper to sound the r in dorg?"

Tommy: "Pa, may I ask you a question?" Pa: "Certainly, my child." Tommy: "Where is the wind when it doesn't blow?"

Teacher: "In the sentence 'The sick boy likes his medicine,' what part of speech is 'like,' Johnny?" Johnny: "It's a lie, mum!"

CORRECT.—Teacher: "Bobby, what does 'lazy' mean?" Bobby: "'Lazy' means always to want your little sister to get it for you."—*Puck.*

SHE KNEW IT, TOO.—"Marion," said Henry, proud of his newly acquired knowledge, "do you know that the earth turns round?" "Of to it does!" answered Marion. "That's the reason I tumbles out of bed."

Drawing Teacher: "Now, this is a symmetrical figure. Can any one tell me what symmetry is? Ah! there is a little boy with his hand up! What is symmetry, little boy?" Jimmy Scanlon: "Plaze, sor, it do be a place fwhere they buries dead pape!"

THE WORST ON RECORD.—A young lady in a Maine school compared "ill" in this manner: "Nominative, ill; comparative, worse; superlative, dead." The whole class looked up very much surprised, and the master, with an effort to control the sadness which he felt, arose and said: "Scholars, you can have fifteen minutes for the funeral."

Teacher: "You may read now, Master Hubson." Boston Infant (reading): "Does Kate go up? She goes up. Goes she up? Up she goes. Pardon me, madam, if I desist from any further excerpts of inquiry based upon Catherine's eccentric ascension (chokingly). The style reminds me so much of dear old Tupper that I am moved to tears."

"REMEMBER, BOYS," said the teacher, who, being still new at the business, knew not what else to say to make an impression, "that in the bright lexicon of youth there's no such word as fail." After a few moments a boy from Boston raised his hand. "Well, what is it, Socrates?" asked the teacher. "I was merely going to suggest," replied the youngster, as he cleaned his spectacles with his handkerchief, "that if such is the case it would be advisable to write to the publishers of that lexicon and call their attention to the omission."

ARE YOU A TEACHER?

YES?

THEN THIS IS WRITTEN TO YOU!

We want every teacher in this State to be a subscriber to THE NORTH CAROLINA TEACHER for the year 1891.

The subscription price is only **one dollar** for the year. We are perfectly willing to credit all teachers until they have a dollar to spare, but we want your names on our books **now**.

To each person who sends a dollar with the name we will give a copy of that remarkable teacher's book, "Evolution of Dodd," or six pieces of vocal or instrumental music. Besides, if, at the end of the year, you feel that you have not been helped very greatly by reading THE TEACHER you need not pay for it, or, if you have already done so, we will return the money or extend your subscription another year and let you try the magazine again.

THE TEACHER is a *live* journal of education, and we believe it will encourage you to do more thinking in your work. The teachers who think most do the best work and get the best pay. We do not require you to agree with us in regard to any method of teaching that we suggest or in any criticisms we may make upon some methods now being used; we only ask you to read THE TEACHER and then do just as the editor does — *think for yourself*.

THE TEACHER believes thoroughly in **the Old North State and her teachers**; it will try to be your best friend and defender at all times, and from all misrepresentations or slurs, no matter from whomsoever they may come. THE TEACHER shapes its own policy and line of thought; is most thoroughly independent, but by no means neutral; is mainly original, and will try to be generally right.

If you carry THE TEACHER to school with you in the morning it will be easy for you to do better teaching that day than you did the day before.

THE TEACHER is now regularly read by over seven thousand people in North Carolina and the Southern States. We want to have ten thousand readers before the end of 1891. If *you* are not now one of that number we want you to be. If you are already a subscriber to other educational journals, so much the better. Don't cut off any one of them, but *be sure* to add THE TEACHER to your list, for it will tell you things that will interest you and which cannot be found anywhere else.

The principal work of THE NORTH CAROLINA TEACHER is to secure a good school for every teacher and a good teacher for every school. We want you at all times to feel free to write to us for anything you want relating to professional work, and we will do our level best to aid you.

EUGENE G. HARRELL, Editor.

ALFRED WILLIAMS & CO., PUBLISHERS.

THE NORTH CAROLINA TEACHER.

VOL. VIII.

RALEIGH, MAY, 1891.

No. 9.

EUGENE G. HARRELL,

= = = = Editor.

SCHOOL TEACHER'S SOLILOQUY.

—
BY D. E. CLOYD.
—

To teach, or not to teach: that is the question:
Whether 'tis nobler for the teacher to suffer
Insults and contempt of enraged parents,
Or to let boys and girls assume command,
And thus by yielding ruin them? To teach; to please;
No more; and others, while we please, we end
Our own repose, the only natural gift
That teachers are heir to, 'tis a consummation
No, never to be wished, to teach, to please;
To please, perchance, a few; ay, there is the rub;
For in the act to please great discords come,
Though we have studied well the part we play,
Must give us pain, there's the respect
That makes teaching of so unpleasant mien.
Who cares to live and die and do no good?
The ungrateful's howls, the gossip's endless web,
The parent's gigantic view of Jonnie's worth.
The indolence of pupils, and the threats
The patient teacher of the unlearned takes,
Are all but thorns in his own flesh that make
His life a terror. Who would birches sway,
To quell the kid, reclaim the wayward one,
But that the dread of something he might do
If let unpunished go, from day to day,

A prestige over all, puzzles the will,
And makes us rather use some prompt incentive
Than run the risk of spontaneous reform.
Thus duty is our law, the right our guide,
And conscience mans the wheel that steers our way.
The grumbler finds at last the fault at home
The mist is cleared, the effulgent rays pour down
All voices raised in tuneful harmony
To bless the name of teacher.

THE TEACHER'S DUTY.

The educational reforms now agitated are subjects in which every teacher should be well posted. All may help these grand movements, and it is by accurate and sufficient knowledge that they will be able to do this. Many are content to practice the old ways and neglect the problem whose solutions promise so much fruit. The high school, public school, graduation, the spelling-reform, schools for teachers, industrial education, co-education, etc., present subjects of interesting study for every thinking teacher. True progress calls for these new things in our educational system. Wise, patient effort will bring to us these great gains, but we cannot look for the needed assistance to the teacher who will not read, and study, and talk, and write.—*The Compendium* (Oregon).

TRY TO START the day pleasantly. A bright smile, a kindly word before school opens, does much towards establishing the success that is to crown the day. Many a dark face among your pupils is only the reflection of your own; for nothing is so catching as a cheerful expression.—*Ex-*

North Carolina Teachers Abroad:

A SUMMER JAUNT

IN

ENGLAND, SCOTLAND, IRELAND AND FRANCE.

CHAPTER XX.

GLITTERING PARIS.

THE CHARMING FRENCH CAPITAL—HISTORICAL REFLECTIONS—THE FRENCHMAN—THE RIVER SEINE—ENORMOUS TAXATION—PUBLIC WORKS—POLITICAL UNREST—HOW TO SEE PARIS.

PARIS is a city to be fascinated in, to be wondered at, to look at as if in dreamland, but it is a city which cannot be described.

Even now as we write about it, nearly a year since our visit, we recall so many strange and beautiful things which we saw there that it seems as if memory had placed this wonderful city in our hands as a handsomely bound gilt-edged book from which we find the keenest delight in turning the superbly illustrated pages as they display such scenes of loveliness.

It is a place where the sojourner is so filled with new sensations that he is inclined to linger longer than in any other city of Europe, and it is also where the temptations are most alluring and dangerous to the inexperienced. Its attractions cannot be numbered, and there is strangely combined unequalled advantages in art and literature and the irresistible enticements of disreputable gaiety, the finest opportunities in education and the lowest order of vice.

Paris is a bright and beautiful city; it is a wonderful and wicked city; it is a gay and glittering city; it is a grand and gorgeous city; it is an excitable and extraordinary city; it is a rich and rapacious city; it is a fallacious and fascina-

ting city; it is an illustrious and irreverent city; it is a magnificent and matchless city.

Paris has produced some of the greatest artisans and inventors, the greatest poets and painters, the greatest musicians and authors, the greatest architects and decorators, the greatest statesmen and warriors, the greatest physicians and philanthropists, the greatest revolutionists and criminals, the greatest journalists and demagogues, and the greatest heroes and heroines.

It is a city which cannot be understood, even by the natives, and it is impossible for the tourist to say while visiting the city whether he is most disposed to admire or dislike its strange and indescribable ways. Therefore it is not surprising that we entered Paris with an unusual interest and with most peculiar sensations.

With vivid memories of the famous Revolution of 1789, as gathered from history, and which the French people are now most unaccountably celebrating in the great International Exposition, we fancy that we can almost hear the dull, sickening thud of the guillotine in its constant and ghastly work, while from every paving stone of these gay and magnificent boulevards the blood of thousands of murdered men and women cry to us in an agony of innocence and despair!

Amid the lively tramp of these glittering battalions of holiday soldiers, the echoing and re-echoing melody of these numberless instruments of music, the pleasant rippling and sparkling of these innumerable fountains, the rapid rumbling of these thousands of gay equipages, the chattering of these myriads of happy children and merry maidens, imagination mingles from the past the roar of the murderous artillery of the "Little Corsican," the heart-rending cries of the butchered populace, the defiant yells of the maddened revolutionists, the hissing of the fire-fiend and the fearful crash of the falling Empire of France!

There has never been, nor will there ever be, another country on the globe like this wonderful France.

Though bankrupted three times by Louis XIV, impoverished by the wars of the Napoleons, besieged and despoiled by the Germans, it has quickly arisen from each crash and recovered its former inherent and incomprehensible grandeur.

It has paid the most enormous sum of \$200,000,000, as a war indemnity of the Franco-Prussian war of 1870, and to-day it is a model of pluck and energy and occupies the enviable position among nations as the richest on earth!

In many respects the Frenchman is a gigantic success, and in some others he is equally as gigantic a failure.

As a defender and advocate of true and pure Christian morality and spirituality the Frenchman is a signal failure. In society manners and polished politeness the Frenchman is a success—in the science of veneration a failure; in the multiplicity of his ways to get your money he is a success—in the art of giving you "value received" a failure; in mechanical or ornamental genius he is a success—in solid, persistent industry a failure; and these comparisons might be continued almost indefinitely, so abundant are they.

There are in France some six million small farms of about six acres each. These little fields, as we would call them in North Carolina, are so well, skilfully and profitably worked that they support families and comfortably maintain homesteads for generations. The whole of France, from the English Channel to the Mediterranean Sea, even the poorest as well as the richest soil, under the expert hand of the nation, is made a vast fertile field of grain, grapes and vegetables, and a bright, fragrant, blooming garden of choice fruits and flowers. In agriculture the Frenchman is a success.

Upon every hill-top and in every valley of this fair land;

in every village, hamlet, town and city; along the banks of its picturesque winding rivers, and on its sloping sandy beach; in its magnificent galleries of art and beauty; through its enchanting parks and gardens; anywhere and everywhere, are seen evidences of crime, cruelty, vice and moral and religious infidelity. Yea, even in the marvelously beautiful capital, Paris, the rites of the heathen are openly practiced, and twelve Buddhist priests have recently opened a pagoda for idolatrous teaching and services. The gong is rung daily for worship, and the priests are praying to their gods for the conversion of the Parisians! The faithfulness, however, is truly remarkable with which the Frenchman accepts and acts upon the Biblical injunction as set forth in Jeremiah xvii: 5, "Cursed is the man that trusteth in man."

This remarkable French capital is peculiarly situated. Its original limits were confined to a small island in the Seine River, known as *Isle de Cite*, while all the surrounding country must have been a great morass or swampy marsh. From such unauspicious facilities this people have, within the space of a few centuries, entirely reconstructed the land and upon it have built this the most beautiful and famous metropolis of the world.

The city is divided by the River Seine, and the river front throughout is permanently walled, while along its banks are very beautiful gardens and some of the most celebrated buildings of the city. A great many beautiful and coquettish looking little steamboats ply continually up and down the river, and they always seem to be filled with passengers, mainly sight-seers. The river is crossed by thirty very handsome bridges, and many of them are so massive and are so strongly built that you scarcely realize that you are on a bridge when crossing them. Some of these bridges are very ancient and celebrated by brilliant episodes of romance or history.

In population Paris is second to London, but in the

number and magnificence of its public buildings and parks, the elegance of its palaces, its literary and scientific institutions, its museums and libraries, its galleries of art, and various resorts of amusement, it has no rival.

The grand boulevards, lined with beautiful trees and glittering fountains, and presenting at intervals seats and little bowers; the public parks and squares; the Tuilleries, with its splendid gardens; the Louvre, with its noble galleries of painting and sculpture; the Palais Royal, and its various edifices of nobility; these, only a few of the hundreds of the interesting features, on the one hand elegance and splendor, on the other historic memories, give to the French capital an air of magnificence and a romantic interest unknown to any other part of the globe.

All these public improvements, both of use and ornament, are made at the expense of the people, and they submit willingly to an enormous rate of taxation which, even to think of, would shock the conservative people of good old North Carolina beyond measure. Everything is taxed.

Every new building which is erected must pay to the city a considerable sum per square foot; a balcony is taxed from two to five dollars, according to its height from the ground, and there is a heavy special tax upon all business signs, lanterns, bulletin boards, &c. The carriage stands are each taxed, and the sum aggregates near \$1,000,000 annually.

Each omnibus for passengers pays the city \$400 per year, and each street car \$300. The bill-poster is taxed for his boards; the cafés are taxed for the privilege given their patrons to sit on the sidewalk and enjoy their coffee or wine; the implements of trade or labor are taxed; and, in fact, scarcely an article of convenience or enjoyment can be thought of upon which the Parisian city fathers do not manage to levy and collect a few francs each year. The annual tax which every Frenchman pays upon his income is about 17½ per cent.!

The money seems to be all wisely and honestly spent, so there is no complaining heard from the people. The streets are undoubtedly the cleanest to be found in the world, and the expense of keeping them in such condition is enormous. The cleaning is done at night or very early in the morning, and between the hours of four and six in summer something like 15,000,000 square yards of streets are swept! This requires an aggregate force of 2,400 men, 1,000 women and 100 children. The annual expenditure upon the streets, public parks and squares is over \$6,000,000!

The sewerage system of Paris is the most extensive and thorough to be found on earth, there being near five hundred miles of pipes and tunnels. The principal sewer passages are in immense tunnels under the city, and are so large that they may be navigated in boats. The sewers look like great canals in the tunnels down which the torrent rushes continually. There is a line of cars in the tunnels running along the banks of the sewers for purposes of cleaning.

There is a most singular industry in connection with the sewers. It is simply a net across the stream which stops all the millions of corks which annually float down the current. The corks are made into a lining for the walls of houses, and the manufacture of this article nets quite a sum during the year. Perhaps some of our readers who expect to visit Paris in the future will be pleased to know that these old corks are not allowed to be used again in stopping fresh bottles of wine.

Paris is made up of most striking contrasts. The people have an air of excitability about them. They, either by preference, nature or necessity, seem to live by extremes; in fact, everything appears to be organized upon the basis of extremes. On one block there is nothing but beauty, wealth, elegance and grandeur, while upon a side street of the adjoining block will be found the depths of vice, poverty and misery. Even the women possess their peculiar

characteristics upon the same basis of extremes—the pretty women are exceedingly beautiful, while the homely ones are “as ugly as sin.”

There also appears to exist among the people a feeling of political unrest. They want something which they haven't got. They are fond of change—no matter what it is, whether for better or worse, if it is only a change. Their frequent revolutions prove this. Their government has, in turn, been Empire, Monarchy and Republic, and they are yet dissatisfied. They will destroy the present Republic and re-establish an Empire before the end of this century. Boulanger may yet be Emperor of France! But he will wade to the throne through rivers of blood.

The best way to see Paris is to get lost in the city. This you can do within ten minutes after leaving your hotel if you will turn into the first side street you reach. The city officials had a great many more names which they desired to give to the streets than they had streets. Therefore many of the streets have several names, and these change about every other block. This makes the certainty of getting quickly lost so much more certain. In trying to find your way back to the hotel you will consume the best part of a day, walk some ten miles, and see a large part of Paris.

You will thus have the opportunity of an insight into every character of Parisian architecture and every phase of French life. You will see localities and people which guide-books and travelers have forgotten to describe. If night should come on before you have succeeded in finding your way back to the hotel, you have only to whistle down a cab, pay the driver thirty cents, give him the address of your hotel, and he will drive around a few blocks and rein up at your quarters before you think he has gotten within a mile of the place. Then give the driver an extra ten cents for his tip, and everything will be harmonious.

BE MORE THAN A "COLLEGE-MAN."

When you get out of college, young man, get clear out. You can get back for half a day or so at any time—at a boat-race, a foot-ball match, at commencement—whenever there is a reasonable excuse; but in your daily walk and conversation be something more than a college man—be a citizen. Be even an alderman, if you can. Take the world to be yours, as Bacon took all learning to be his, and don't forever limit your view of it by what was once visible from some point in New Haven or in Cambridge. Go and be a *man* somewhere. Don't be satisfied to be a mere "graduate" for all time.

Of course you owe your *alma mater* a debt that you are always ready to pay, and a loyalty that should have no breaks in it. When you have grown to the size of Daniel Webster, and your Darmouth asks you to defend her in court, you are going to be proud when you do it. That is all right. You can't do too much for her or do it too well. If you accumulate any reputation that is worth having, feel honored indeed when she offers to share it with you, but don't be too persistently anxious to strut in her plumes to the disparagement, it may be, of worthy men who have no claim to any similar privilege.—*Scribner*.

OUR COUNTRY PUBLIC SCHOOLS.

THE TEACHER has always claimed that North Carolina teachers in the public schools were doing as thorough and efficient work as was to be seen in any other State of the Union. Notwithstanding the facts that the average terms of our public schools are but a little over two months, and the salaries of teachers average something under \$25 per

month (many of our good female teachers receive but \$15 per month), it is beyond dispute that the work done and the results accomplished are far above the average throughout the United States.

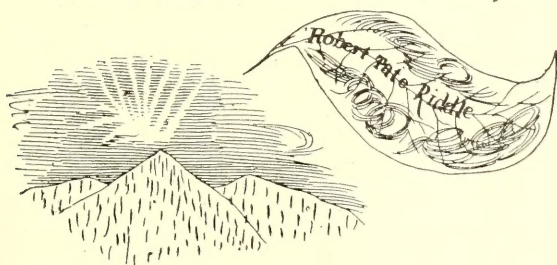
To prove our claim of efficiency on the part of public school teachers in North Carolina, we propose to publish from time to time some specimens of the work from the pupils in the country public schools. Read the following:

Pensacola North Carolina

April the 21 1891.

Messrs ALFRED WILLIAMS & CO.,

Please accept many thanks for those books. I would be glad to order some of your books, I am not able I am a son of a poor man who lost his leg in the confederate service and is not able to furnish me the money. I am now printing a little paper with my pen I never saw a type or a press. I am ten years old, never taken a lesson of penmanship in my life, nor went to school but little. I live seven miles south of Burnsville, in sight of the noted Mitchel peak. yours truly.



Mitchael's Peak,

This first specimen is a business letter written to Messrs. Alfred Williams & Co. by a little boy *only ten years old*, who lives in one of our most remote western counties. The little fellow has been taught but a short time, and that

was in a country public school. The letter and drawings were executed by him with a pen, and we give a *fac simile* reproduction by the photo-engraving process. The letter was received in the ordinary course of the firm's business, and the child has no knowledge of its being reproduced for the public, and he will be surprised to see it in THE TEACHER.

If better work can be done by a ten-year-old pupil in a country public school of any other State, we want to see it.

We will shortly show you specimens of map drawings and number work. We are collecting these specimens of work in such a way that pupils cannot possibly prepare them specially for exhibition, thus they will represent the actual and regular work of our public schools.

[For The North Carolina Teacher.]

A MOTHER GOOSE CONCERT.

ARRANGED BY FLORENCE L. BONITZ, WILMINGTON, N. C.

CHARACTERS:

A little boy and girl, aged about six.

Mother Goose.

Jack Horner.

Mistress Mary, quite contray.

The Old Woman Who Lived in the Shoe.

King, Queen, and Knave of Hearts.

Little Bo-Peep.

Jack and Jill.

Little Boy Blue.

Tommy Tucker.

Curly Locks.

Tom, Tom, the Piper's Son.

[Curtain rises disclosing boy and girl seated on low settee, reading "Mother Goose." Behind them stands *Mother*

Goose with wand in hand. Back of her, another curtain hides the main body of the stage.]

MOTHER GOOSE (pointing to children):

“Two little heads, how near together!

On the bench they sit so close,

That I really wonder whether

They are not reading ‘Mother Goose.’ ”

[Waves her wand, and as curtain rises, walks slowly R.]

TABLEAU:

All the characters present except *Curly Locks* and *Tom*, *Tom*, the *Piper's Son*. *Jack Horner* is seated in a corner, devouring a huge plum cake; *Old Woman* is leaning on a heavy stick, and is partly hid by an immense shoe; *Boy Blue*, asleep under a small hay-stack; *Jack and Jill* hold bucket; *Bo-Peep*, with crook, handkerchief to her eyes; *Mistress Mary*, arranging garden with shell and small dolls; *King*, *Queen* and *Knave*, grouped together; *Tom Tucker*, centre of stage, gazing hungrily at small table laden with dainties.

JACK HORNER (rises and advances a step or two):

“I'm little Jack Horner;

I sat in that corner,

Eating my Christmas pie;

I put in my thumb,

And pulled out a plum (holds it up),

O, what a happy boy am I!”

MOTHER GOOSE (shaking head reprovingly):

“My dear little lad,

It looks selfish and bad

To eat in a corner alone.

If, instead, you'd share your plum

With others who had none,

Greater joy you would have known.”

[Jack hangs his head, and offers the rest of the cake to Bo-Peep, who drops her handkerchief and eats rapidly.]

MISTRESS MARY (rises and leans on her spade):

“I am Mistress Mary, quite contrary ;
And in my garden grow
Silver bells and cockle shells
And pretty maidens in a row.”

MOTHER GOOSE:

“Ah ! Mistress Mary, if you are not contray,
Your garden is, I know.
It needs a wizard, or a fairy,
To make such strange things grow.”

OLD WOMAN (dressed very grotesquely, hobbles into view,
leans on stick and fans vigorously):

“I am the old woman who lived in the shoe ;
I have so many children I don't know what to do.
I gave them some broth without any bread ;
I whipped them all around (showing stick) and sent them
to bed.”

MOTHER GOOSE (shaking her finger):

“Old woman ! Old woman ! I cannot approve
Of starving and beating those you should love.
Milder methods, in future, I hope you will choose,
Reserving the rod for occasional use.”

[Queen of Hearts steps forward ; King places his hand
on his sword and looks menacingly at Knave, who drops
on one knee before him and holds up plate of tarts.]

QUEEN:

“I am the Queen of Hearts.
I made some tarts
All on a summer's day ;
The Knave of Hearts (pointing to him),
He saw those tarts,
And stole them all away.

“The King of Hearts
Called for those tarts,
And beat the Knave full sore.

“The Knave of Hearts
Brought back the tarts,
And vowed he'd steal no more.”

BO-PEEP (snatches up handkerchief, sobbing):

“I am little Bo-Peep;
I've lost my sheep,
And don't know where to find 'em.
If I leave 'em alone
They 'll never come home,
And O! I cannot resign them.” (Sobs audibly.)

MOTHER GOOSE (kindly):

“My dear little girl, when you've charge of sheep,
Take my advice: Don't go to sleep;
For if you do—heed what I say—
The best of sheep will wander away.”

[Sounds of some one weeping lustily.]

MOTHER GOOSE (listening):

“Hark! What sound is that?”

OLD WOMAN (crossly):

“I reckon it's Tom, the piper's brat;
He worried his father out of his life;
Wherever he goes, there's sure to be strife.”

[Enter Tom, running; advances to front of stage; drops his head and plays nervously with his flute.]

TOM (hesitatingly):

“I am Tom, Tom, the Piper's Son;
I learned to play when I was young;
But the only tune I now can play
Is 'Over the Hills and Far Away.'”

While in the fields, to-day, I played,
I found a pig from home had strayed ;
I took him up—just for fun—
His owner came up ; I started to run ;
He caught me, and beat me till I am sore.”

MOTHER GOOSE :

“In future study your music more,
And with such sport have done.
It is natural and fair,
More, at least, than one air
To expect from the son,
Or descendant of one
Who, music, his trade e'er made.
Now, heed what I say, and better employ
Your time, in the future, my dear little boy.”

JACK AND JILL (together) :

“We are clumsy Jack and naughty Jill.
We played upon the heather.
Instead of going up the hill,
One pail with water for to fill ;
And—we tumbled down together.”

MOTHER GOOSE (turning to audience) :

“Good people all, both great and small,
Give heed to what I say :
If you'd avoid an awkward fall,
Don't mingle work and play.

“Sing us a song, Tom Tucker,
And as a reward you shall have supper.”

TOM TUCKER :

“I never could sing—no voice have I—
So stop your ears, for I intend to try :
Sing—to the tune of ‘Auld Lang Syne’—
When good King Arthur ruled this land,

He was a goodly king ;
He stole three pecks of barley meal
To make a bag-pudding.

“A bag-pudding the queen did make,
And stuffed it well with plums,
And in it put great lumps of fat
As big as my two thumbs.

“The king and queen did eat thereof,
And noblemen besides ;
And what they could not eat that night,
The queen next morning fried.”

KING OF HEARTS :

“By my sword ! That was’nt very bad ;
Come, eat ; you’ve earned your supper, lad.”

[Tom Tucker goes to table, and taking up a large pie prepares to devour it.]

CURLY LOCKS (enters L., running):

“Where is the boy that looks after the sheep?”

Chorus of Voices :

“Under the hay-stack fast asleep.”

CURLY LOCKS (shakes Little Boy Blue, and calls in his ear):

“Little Boy Blue, come blow your horn ;
The sheep are in the meadow, and the cows are in the
corn.”

TOM TUCKER (forgets his supper, and gazes open-mouthed at Curly Locks):

“I cannot take a single bite ;
She takes my appetite ;
I’m overcome with love at sight.”

[Still holding his pie, he drops on knee before Curly Locks and raises both hands ; Curly Locks and Boy Blue hand in hand.]

TOM TUCKER :

“Curly Locks, Curly Locks, wilt thou be mine?
Thou shalt not wash the dishes, nor yet feed the swine;
But sit on a cushion and sew a fine seam,
And feed upon strawberries, sugar and cream.”

CURLY LOCKS (impatiently):

“I haven’t got time to listen to you;
I must run help Little Boy Blue.”

[Starts off of stage with Boy Blue.]

MOTHER GOOSE :

“Stay but a moment, Little Boy Blue!
We yet have one more task to do—
A song to sing. When that is done,
To your aid we all will run.”

[All sing, to the tune of “Yankee Doodle.” At the beginning of third verse they form in line, two by two, Mother Goose leading, and march in a circle around the stage. They march off R. as they sing chorus, repeating until all are off.]

Song:

“This world is round, and like a ball,
Seems swinging in the air:
The sky extends around it all,
And stars are shining there.”

Chorus.—Yankee Doodle, Doodle, Doo,
Says Yankee Doodle Dandy.

“Water and land upon the face
Of this wide world, we see:
The land is man’s safe dwelling-place,
And ships sail on the sea.—*Chorus.*

“And our geography does tell
Of people, land and stories,
And if we learn our lessons well,
’Twill set them all before us.—*Chorus.*

A WRITTEN EXCUSE.

I once taught a country school in the backwoods, and, as was the custom then, I required a written excuse when a pupil was absent for one or more days. Some of those excuses I have kept, and they afford me a deal of amusement after all the years that have come and gone since then.

Here is an excuse, brought one day by a tall, red-headed boy of seventeen:

"Deer Sir—Pleze to eggscuse Henry for absents yister-day. We made sour-kroust, and he had to tromp it down. Also he had to Help butcher too pigs.

"Respeckful yuers,

HIS PAP."

"Did your father write this excuse himself?" I asked.

"No, sir," replied Henry, "I writ it for him, 'cause he can't spell very good."

I am glad to add that Henry's spelling improved while I had him in charge. Another boy brought me this excuse:

"Kind Teacher: Ab could not come yesterday on account of tearing his pants very bad just before starting, so it took me 'most all day to mend them up."

A boy of about ten years, who had been absent about two weeks, brought me the following:

"John Henry had a soar tow, also a soar throate and a soar finger. Please eggscuse."

A girl of about fourteen, whose mother affected a degree of culture and great mental superiority over her neighbors, brought me the following note:

"Dear Sir: I trust you will pardon Alcione's wholly unavoidable absence yesterday. Circumstances are not always controllable by our finite minds, as you are no doubt aware. We are all subject to immutable laws, and are

constantly doing what we would not—alas! Therefore Alcione's unavoidable failure to attend yesterday's session. I trust I may not soon have to indite a similar unexpected circumstance. Believe me to be yours truly and respectfully,
ANASTASIA C. H—."

Simpler, and more directly to the point, was the excuse brought me by a tow-headed little girl of about eight years, whose mother wrote:

"Phœba could not be there or she would of went. I think she et too much sossage for breakfast. She shan't do it agen. Please excuse her."

A boy of sixteen, who came very irregularly, always brought this excuse from his father:

"Excooze Bill."

That was all there was of it; but as I knew it came from his father, I always "excused Bill" accordingly.—*Wide Awake*.

It is as much a mistake to put before the girls in our public schools a teacher who is awkward, slouchily dressed, as it is to put before the boys a weak, vacillating, shambling male teacher, and let them think it is a man. First the woman, then the lady, then as much more as you can get, should be the motto in choosing teachers; and this requires of all teachers that they have social positions, social relations, social attachments.—*C. W. Bardeen*.

Love always makes us better;
Religion, sometimes;
Power, never.

—*Anaxagoras (W. S. Lander)*.

IN THE SCHOOL-ROOM.

SELF-MADE MEN.

Christopher Columbus was the son of a weaver and also a weaver himself. Claude Lorraine was bred a pastry cook. Cervantes was a common soldier. Homer was the son of a farmer. Demosthenes was the son of a cutler. Oliver Cromwell was the son of a brewer. Howard was an apprentice to a grocer.

Franklin was a journeyman printer and son of a tallow-chandler and soap-boiler. Daniel De Foe was an hostler and son of a butcher. Cardinal Wolsey was the son of a butcher. Lucian was the son of a maker of statuary.

Virgil was the son of a porter. Horace was the son of a shopkeeper. Shakespeare was the son of a wool-stapler. Milton was the son of a money-scrivener. Pope was the son of a merchant. Robert Burns was the son of a ploughman in Ayshire.

TALKING TOO MUCH.

Many a person talks too much, and finds, when too late, that silence would have been golden. The Mongols have a story on this wise :

Two geese, when about to start southward on their autumn migration, were entreated by a frog to take him with them. On the geese expressing their willingness to do so, if any means of conveyance could be devised, the frog produced a stock of grass, got the two geese to take it, one by each end, while he clung to it by his mouth in the

middle. In this manner the three were making the journey successfully, when they were noticed from below by some men, who loudly expressed their admiration of the device, and wondered who had been clever enough to discover it. The frog opened his mouth to say, "It was I," lost his hold, fell to the earth, and was dashed to pieces.

Do not let pride induce you to speak when safety requires you to be silent.—*Selected.*

ARE AMERICAN GIRLS LAZY?

A famous teacher of singing remarked a few nights since to a New York *Sun* reporter that she dreaded the appearance of an American girl as a pupil. "Most of them," she said, "are delightfully sweet and winsome, but they have the prevailing trait of American women, and that means death to any artistic success.

Their natural endowments are frequently superior to those of the German, French, and South American girls who study singing with me, but it is almost an impossibility to throw off their life-long habits of ease; indeed, I might say, indolence. Their mothers encourage them in it, and they do not make half enough of their opportunities.

"I have not a single German pupil on my list who does not practice four or five hours a day, and many of them devote even more time than this to their work by the study of the scientific side of musical education. I have never yet had an American pupil who would not give up her practice any morning to go to a manicure, and looked upon two hours' practice a day as an achievement bordering on the heroic.

"A French girl is aroused by her mother at seven o'clock in the morning and set to work, while an American girl is kept in bed till eleven by her indulgent mother because she

had practiced so hard the day before. The only real reason why American girls whose voices indicate a brilliant future should be sent abroad is because they get what may be called the habit of work over there from their companions."

HEART-BEATS.

A SHORT TEMPERANCE LECTURE.

Dr. B. W. Richardson, of London, says he was recently able to convey a considerable amount of conviction to an intelligent scholar by a simple experiment.

The scholar was singing the praises of the "ruddy bumper," and saying he could not get through the day without it, when Dr. Richardson said to him: "Will you be good enough to feel my pulse as I stand here?" He did so. I said: "Count it carefully. What does it say?" "Your pulse says seventy-four." I then sat down in a chair, and asked him to count it again. He did so, and said: "Your pulse has gone down to seventy."

I then lay down on the lounge, and said: "Will you take it again?" He replied: "Why, it is only sixty-four! What an extraordinary thing!" I then said: "When you lie down at night, that is the way nature gives your heart rest. You know nothing about it, but that beating organ is resting to that extent; and, if you reckon it up, it is a great deal of rest, because in lying down the heart is doing ten strokes less a minute.

Multiply that by sixty, and it is six hundred; multiply it by eight hours, and, within a fraction, it is five thousand strokes difference; and, as the heart is throwing six ounces of blood at every stroke, it makes a difference of thirty thousand ounces of life during the night. When I lie down at night without any alcohol, that is the rest my heart gets.

“But when you take your wine or grog, you do not allow that rest, for the influence of alcohol is to increase the number of strokes, and instead of getting this rest you put on something like fifteen thousand extra strokes, and the result is you rise up very seedy and unfit for the next day’s work till you have taken a little more of the ‘ruddy bumper,’ which you say is the soul of man below.”—*Scientific American*.

MAKE YOUR ANSWER A COMPLETE SENTENCE.

Many teachers ask their pupils to put all their answers to questions into the form of a complete sentence. A few teachers actually succeed in reducing this theory to practice; and once in a *long time* you can meet a teacher who practices this rule himself.

The *Journal* has for many years held serious doubts as to the wisdom of such a requirement. It is stiff, formal, unnatural. To be sure, it is a help to definiteness and completeness of answer, and should generally be used in written answers, and may be employed with children in their early lessons in language; but in conversation and oral recitations it is better to dispense with it. The loss in time, spontaneity, naturalness, and free flow of thought will more than counterbalance all that can be gained.—*School Journal* (Indiana).

CHILDREN NEED to be taught obedience, not merely for the disciplinary advantage to the school, but also for the life-long benefit it will be to them to have attained the power of obedience to authority.

IT IS WORTH a thousand dollars a year to have the habit of looking on the bright side of things.

DEPARTMENT OF LITERATURE.

EDITED BY MISS LIZZIE BELLAMY, RALEIGH, N. C.

Contributions to this department are invited from all female teachers.

PERDITA.

Shakespeare evidently thought the maxim, "blood will tell," true.

The English have a current saying that if a horse makes 2.40 he comes of good blood anyhow, whether he is registered or not. Before royalty had, from too high living and want of out-door exercise, degenerated into an effete aristocracy, kings by position have sometimes met queens by nature in the fields and found congeniality. The moral of this tale is, I suppose, that when we find such women we ought to know they are king's daughters without taking the pains to strike the tap-root of their genealogical tree. The royal scion of the House of Bohemia saw he had met a queen, and he, gentleman as he was, was not too vulgarly curious about how she got there. The old man, the then reigning monarch of Bohemia, was too old to recognize a queen in the woods and not arrayed in the robes of state. This the shepherd queen knew intuitively, and reminded her royal lover, in a delicate way, of the old man's obtuseness. He, however, took a rose-colored view of the situation, and told her to "lift up her countenance as it were the day of celebration of that nuptial which we two have sworn shall come."

Not without a touch of genuine poetry in her nature was this young maiden. "These keep seeming and savor all

the winter long," she said to placate the somber looking strangers at the feast. "Violets dim, but sweeter than the lids of Juno's eyes or Cytherea's breath; pale primroses that die unmarried ere they can behold bright Phœbus in his strength." The young prince was not slow to discern that this woman could queen it over her better educated sisters in society—"All your acts are queen's." * * * "Nothing she does or seems but smacks of something greater than herself—too noble for this place."

She was a proud girl: when the old king broke into her matrimonial arrangements so rudely, she said she was "not much afeared, for once or twice I was about to speak and tell him plainly that the self-same sun that shines upon his court hides not his visage from our cottage, but looks on alike."

It was rather provoking to a young girl of her spirit that royalty should assume any superiority. She was practical: "I told you what would come—(no woman could have resisted the; I told you so)—this dream of mine, being now awoke I'll queen it no inch further, but milk my ewes and weep." Her dream of getting into fine society, for which she felt she was so well fitted, must end—but she wouldn't stop work—work and weep henceforward. During the controversy about running away to get married, she didn't have much to say, but intimated that her "mind was stronger than her cheek," and modestly admitted that if she was on the program she would play her part, which is all that could be required of a girl under such circumstances. We readily recognize in Perdita one of Nature's noble women, whose instincts supplied the place of society and education, one whom men and good angels will ever love.

MALE CONTRIBUTOR.

I have been reading THE TEACHER for six months, and you have provoked so few of your sex to help you make a woman's department, that I would like to ask who writes the young ladies' essays at the Commencements. M. C.

AND YET BELIEVE me, good as well as ill,
Woman's at best a contradiction still.
Heaven when it strives to polish all it can
Its last best work, but forms a softer man,
Picks from each sex to make the favourite blest,
Your love of pleasure, our desire of rest
Ben's, in exception to all general rules
Your taste of follies, with our scorn of fools,
Reserve with frankness, art with truth allied,
Courage with softness, modesty with pride
Fix'd principles, with fancy ever new;
Shakes all together and produces—you.

—*Pope.*

SAYINGS OF THE WISE.

TO STEAL A secret is to steal a heart, and to betray confidence is to sell your friend.

THERE IS MUCH that is deciduous in books, but all that gives them a title to rank as literature in the highest sense is perennial.—*Lowell.*

A GOOD AUTHOR, and one who writes with care, often has the experience of finding that the expression which he was a long time in search of without reaching it, and which at length he has found, is that which was the most simple, the most natural, and that which, as it would seem, should have presented itself at first, and without effect—*La Bruyre.*

JOHNATHAN admires all that glitters, even that which is not gold. In his eyes the success of a thing answers for its quality, and the charlatan that succeeds is superior to the merit that vegetates. The dollar is not only the unity of the monetary system; it is also the unity of the metrical system. Before assigning a man his standing, people ask him in England: "Who is your father?" in France: "Who are you?" in America: "How much have you!" The

ordinary American admires talent, because it is a paying commodity. A literary or artistic success is only a success in his eyes, on condition that it is a momentary one as well. He looks upon every man as possessing a certain commercial value. He is worth so much. Such and such a celebrity does not inspire his respect and admiration, because he or she has produced a work of genius, but because the work of genius has produced a fortune. In America you hear people, when talking of Madame Adeline Patti, speak less of her incomparable voice than of the houses she draws.—*Max O'Rell.*

COMMENTS.

DR. TALMAGE says that the question what to read is much discussed, but not so much the question what not to read. Better let those books alone which are made not because the author has something to say, but because he wished to make a commercial success. Such books are generally of large type, with showy illustrations. You are aware that they are made to sell. A book will be of very little service unless the author was compelled by the consciousness of duty to print it. Avoid that book which has the appearance of literary jobbing. Also take small doses of love-story. Much reading of love stories makes one soft, insipid and useless. When you read a book by the page, looking every minute to see how many pages you have to finish before you are through, you had better stop that book.

SARCASM AMONG WOMEN.

A writer in one of our exchanges says that every intelligent person with an ordinary amount of humor experiences

times when sharp words come bubbling to the lips; fortunate is she or he who withholds them and utters only gracious ones.

No man is ever sure of himself with a sarcastic woman, and a woman is never safe. We all know women who bristle with points as sharp as needles. They spare no one. Sarcasm comes forth whenever they open their mouths.

A sarcastic woman can never be popular save with a few. However brilliant she may be, she destroys her power by want of womanliness and fine feeling.

This habit of sarcasm grows upon men and women, but it finds its most disagreeable fulfillment in woman's nature.

The sarcastic woman soon degenerates into an habitual detractor. Mention whom you may, she immediately covers your words of praise with something derogatory. In good society she is ever feared. She cannot be "snubbed" or silenced, because she is not fine enough to understand when she is not wanted, nor wise enough to accept a kindly rebuke. Strange to say, she is extremely sensitive concerning herself and never forgives any one who ventures to convince her that she is in error.

Her whole nature becomes perverted by the misuse of a power which was only intended to be used as a measure of "righteous indignation."

Women cannot afford to degenerate in this her own country, and she it is who must hold man up to a higher standard of refinement.

"True politeness is of the heart not of the head." No woman can be polite while she is guilty of any utterance which can possibly wound or injure another.

The womanly woman, dear to her own sex and respected by men, is not sarcastic. She may be capable of being so, and even tempted, but she knows the value of a gracious manner, and the loss of power which results from a fit of anger, jealousy or sarcastic speech.

North Carolina Teachers' Assembly.

ORGANIZATION FOR 1890-'91.

OFFICERS:

CHARLES D. McIVER, President, Charlotte.
EUGENE G. HARRELL, Sec. and Treas., Raleigh.

VICE-PRESIDENTS:

- | | |
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| 1. Hugh Morson, Raleigh. | 5. J. A. Holmes, Chapel Hill. |
| 2. J. J. Blair, Winston. | 6. Alex. Graham, Charlotte. |
| 3. J. B. Brewer, Murfreesboro. | 7. Mrs. Annie McGilvary, Statesville. |
| 4. J. Y. Joyner, Goldsboro. | 8. Miss Rachel Brookfield, New Bern. |
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L. D. Howell, Winston.	

COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Morehead City, N. C., Tuesday, June 16th, 1891, continuing to June 30th.

PUBLIC SCHOOLS and private schools are requested to let the Secretary know at once how much space they will require for exhibits of school work, so that it may be reserved for them. It is expected that the public graded schools of North Carolina will show to the public that they are doing as efficient work as can be found in schools of this class in any other State or country.

EIGHTH ANNUAL SESSION.

THE ASSEMBLY.

THE Eighth Annual Session of the NORTH CAROLINA TEACHERS' ASSEMBLY will convene in the Teachers' Assembly Building at Morehead City, N. C., on Tuesday, June 16th, and close on Tuesday, June 30th, 1891.

All trains in the State will provide special cars on June 16th for the ample accommodation of the teachers and friends of education. Your local railroad agent will inform you as to the best route and also what time to leave home in order to reach Goldsboro by 3:30 o'clock to make connection with the Atlantic & North Carolina train for Morehead City. You will arrive at the Atlantic Hotel about 8 o'clock P. M., where supper and your room will be awaiting you, both of which a pleasant journey and a delightful, refreshing and invigorating sea-breeze will have prepared you to fully enjoy. Arrangements are made for checking all baggage "through to Morehead City," and you should insist that your local railroad agent does this; then you will have no trouble in transferring.

The special "Assembly Train" will run through from Asheville to Morehead City on June 16th, and the regular exercises of the session will begin at 10:30 o'clock A. M. on June 17th. The Assembly ticket will be on sale from June 14th to 24th, and may be used on any train going to Morehead City until June 30th.

MEMBERSHIP.

All Teachers, public or private, and all friends of education, who are socially acceptable, may become members of the Teachers' Assembly upon payment of the required fee, \$2 for males and \$1 for females. A certificate is furnished to each member when the fee is paid, and only upon this Certificate of Membership can all the privileges and special reductions be secured. The same amount is to be paid annually as dues so long as membership is desired and continued, and a new certificate will be furnished each year. There are no extra charges for any lectures or other exercises of the Assembly, all the work being entirely free to members.

These fees are annually due alike by officers and all other members of the Assembly. When applying for first membership it is necessary for applicant to send with the fee, to the Secretary, a recommendation from a County Superintendent or other member of the organization. It is intended by this regulation that any and all friends of education may enjoy the privileges and delights of the great annual gathering of the teachers.

The Certificate of Membership entitles the holder to all reductions in railroad and hotel rates and admission to all exercises and entertainments of the session of the Assembly. Show the Certificate to the railroad agent when you want the Assembly ticket, and also show it to the Clerk of the Atlantic Hotel when you settle your bill to secure the Assembly rates.

EXPENSES.

By the liberality of railroad officials and the proprietors of the Atlantic Hotel the expense of this most delightful social and professional annual reunion has been reduced to a very small amount. It is 100 miles from Goldsboro to Morehead City; add to this the distance you are from Goldsboro and estimate your railroad ticket at *at one and a half cents per mile each way*. If you reside more than 200 miles from Morehead City the rate will be some lower. "The Assembly Ticket" is good for four weeks and allows stopping over anywhere on returning. The Atlantic Hotel charges the Teachers' Assembly only \$1 per day for board, and as good accommodations and fare are furnished as can be obtained at any summer resort in America. By these great reductions given to the members the average total expense of travel and board for the entire session of the Assembly for two weeks need not exceed \$20, and even this small sum provides for a reasonable amount of sailing, fishing and bathing. Thus every teacher can well afford the trip, as the benefits, both physical and intellectual, far outweigh the small expense incurred.

At least ten days before the Assembly meets it would be well for you to visit your railroad agent and see that he has full and proper instructions in regard to the teachers' tickets, so there will be no trouble in securing the special Assembly rates. If your agent has not at that time received the necessary instructions, please let the Secretary at Raleigh know it at once, so that the matter may be arranged.

THE ATLANTIC HOTEL.

The immense Atlantic Hotel, which is to be the home of the teachers and their friends during the session of the Assembly, is sufficient to accommodate over twelve hundred guests at one time. All rooms are comfortably furnished new throughout and well supplied with all modern conveniences—water, gas, electric call in every room, and baths on every floor. The dining-room has been enlarged, and the table will be of superior excellence, all the delicacies from the sea being furnished in abundance, and no efforts will be spared in trying to please every guest. There are ticket, telegraph and post-offices in the building for the further convenience of guests.

The Atlantic Hotel property is now owned by a syndicate of wealthy North Carolina gentlemen. Messrs. Foster Bros., of Raleigh, N. C., are managers of the Hotel during this season. These gentlemen are well-

known throughout the country as among the best of hotel proprietors and they need no better introduction to our people.

OUR ASSEMBLY BUILDING.

All the daily sessions will be held in the handsome building which is the exclusive property of THE NORTH CAROLINA TEACHERS' ASSEMBLY. Our "Teachers' Assembly Building" is one of the handsomest structures of the kind in the country, beautiful in shape and design, excellent in finish, commodious and comfortable in all its appointments. The building is 42 x 100 feet in size, two stories high, and the Assembly Hall is 41 x 80 feet, fifteen feet pitch, well lighted and ventilated, and will comfortably seat twelve hundred people. It is amply provided with black-boards, maps, charts, globes and all other requisites of thorough educational work, and is perfectly private from any and all interruptions. There are well arranged and convenient special rooms for the Officers, Library and Reading-room, Committees, Visiting Editors, and also Educational Exhibits of every description. The whole building is supplied with gas and water. It is beautifully situated by the Sound and may be reached from the Atlantic Hotel by a covered walk-way in case of rain. This elegant structure is an honor to the State, the pride of the profession, and an ornament to our "Summer Educational Capital by the Sea."

THE TEACHERS' BUREAU.

This most valuable and helpful department of the Assembly work was organized in 1887, and since that time it has secured for members of the Assembly some of the best school positions in this and adjoining States. The Bureau is under the special management of Mr. D. L. Ellis, of Fair View, during the session, and it may be freely consulted by teachers wanting positions or by principals and school boards desiring teachers. The Bureau will be of more value this year than ever before in assisting teachers, and there is no charge whatever for any aid it may be able to render. There are already on file a number of applications for teachers which are to be supplied during this session of the Assembly.

EDUCATIONAL EXPOSITION.

Another of the most interesting and valuable features of the Assembly work this session will be the "Educational Exposition." The exhibit will be held in the ten rooms on the first floor of the Assembly Building; it will open on June 17th and continue for two weeks. The display will include every department of school work, books and educational apparatus from leading manufacturers and publishers throughout the country, with Fine Art exhibits from the principal female schools of the State, and displays of work by the pupils of our leading Graded Schools.

OUR DISTINGUISHED GUESTS.

The only organization in the Southern States that is fortunate enough to have secured an engagement this season from the celebrated and most eloquent speaker in the world, REV. T. DEWITT TALMAGE, D. D., is the North Carolina Teachers' Assembly. He will deliver a lecture at Morehead City on June 18th.

Specially gratifying is it also to have the kind acceptance of HON. W. T. HARRIS, LL.D., of Washington, D. C., the head of the educational system of the United States, of our invitation to visit the Assembly in June. We likewise expect to have with us the enthusiastic and ever-popular REV. J. L. M. CURRY, LL.D., of Richmond, Va., and the noted educator DR. JEROME ALLEN, editor of the *New York School Journal*. It is a rare privilege for Southern teachers to meet such prominent educational leaders.

THE PROGRAMME.

The various committees have worked hard to make the programme for the coming session even better and more interesting than any preceding one. There will be no day which is not of special importance and value to teachers and interesting to every friend of education. Make your arrangements so as to go to Morehead City on the first day of the session and remain to its close and you will be many times repaid for the very slight expense incurred.

Examine the programme carefully and go to the Assembly prepared not only to enjoy everything, but also to take part in the discussions upon the various subjects under consideration.

If you are a musician, or music teacher, carry your books with you and be ready to contribute of your talent to the general pleasure of the Assembly.

A handsome Mason & Hamlin Grand Piano and a Pipe Organ have been placed in the Assembly Hall by Messrs. Ludden & Bates, dealers in pianos and organs, of Savannah, Ga., for the exclusive use of the Assembly during the session.

REGULAR WORK.

The daily sessions will convene at 10:30 o'clock A. M. and adjourn at 1 o'clock, the first hour being given to the consideration of regular business and reports of special committees. Full and free discussion by members of the Assembly is invited upon all questions under consideration.

The business sessions each day will work according to the following Order of Exercises:

1. Reports of Special and Standing Committees.
2. Reading of Resolutions and Communications.
3. Unfinished Business.
4. New and Miscellaneous Business.

OUTLINE PROGRAMME

OF THE

North Carolina Teachers' Assembly,

MOREHEAD CITY, N. C., JUNE 16—30, 1891.

—⑧—Eighth Annual Session.—⑧—

Tuesday, June 16th, 1891.

Departure for Morehead City. All railway trains in the State will make close connection at Goldsboro on that day with the Atlantic & North Carolina Railroad for Morehead City.

Wednesday, June 17th.

10:30 A. M.

OPENING ADDRESS—Hon. Geo. W. Sanderlin, Raleigh.

2:30 P. M.

Complimentary sail to members of the Assembly by the "Sharpie Fleet" of Beaufort and Morehead City, visiting Fort Macon, the Surf and other points of interest on the Atlantic coast.

8:30 P. M.

ANNUAL ADDRESS—President Chas. D. McIver, Charlotte.

Thursday, June 18th.

"POPULAR EDUCATION DAY."

10:30 A. M.

GENERAL DISCUSSION—"Uniform Course of Study for Four-Months' Public Schools." Hon. S. M. Finger, State Superintendent of Public Instruction will outline the plan of this course.

ADDRESS—"What Business Men expect of the Public Schools." Mr. N. L. Shaw, Warrenton, N. C.

8:30 P. M.

ADDRESS—REV. T. DEWITT TALMAGE, D. D., Brooklyn, N. Y.

Friday, June 19th.

"CLASSICAL DAY."

10:30 A. M.

HOW TO MAKE THE STUDY OF THE CLASSICS POPULAR—Superintendent Alexander Graham, Charlotte.

WHY TEACHERS SHOULD READ THE HOMERIC POEMS—Professor J. M. Horner, Oxford.

METHODS OF TEACHING LATIN IN PREPARATORY SCHOOLS—Professor Washington Catlett, Wilmington.

SAPPHO—Dr. C. R. Harding, Davidson College.

PREPARATORY LATIN—LEADING FACTS AND PRINCIPLES TO BE EMPHASIZED—Superintendent B. C. McIver, Fayetteville.

A PLEA FOR THE STUDY OF GREEK—Professor J. Franklin Davis, Guilford College.

8:30 P. M.

ADDRESS—"Greek and Latin for Girls." Professor E. Alexander, University of North Carolina.

Saturday, June 20th.

REST AND RECREATION.

8:30 P. M.

GENERAL DISCUSSION—"The Model Teacher—County Superintendent—School Committeeman—Patron." Each "model" to be discussed for ten minutes.

Sunday, June 21st.

Religious services in Assembly Hall at 11 o'clock A. M. and 8:30 P. M.

Monday, June 22d.

"COLLEGE DAY."

GENERAL DISCUSSION—"How to Promote and Foster the Interests of the Colleges of North Carolina." The discussion will be in charge of the faculties of the University and the Colleges of the State.

ADDRESS—Rev. Chas. E. Taylor, D. D., President Wake Forest College.

8:30 P. M.

ADDRESS—HON. WILLIAM T. HARRIS, LL.D., United States Commissioner of Education.

Tuesday, June 28d.

"ENGLISH LITERATURE DAY."

PRACTICAL PHONICS—Prof. J. L. Armstrong, Trinity College.

THE ETHICAL VALUE OF THE NOVEL—Professor D. H. Hill, Agricultural and Mechanical College, Raleigh.

LIFE AS REFLECTED FROM THE EIGHTEENTH CENTURY ESSAYISTS—Prof. Lucius P. McGehee, Bingham School.

ENGLISH SURNAMES—Prof. W. S. Currell, Davidson College.

8:30 P. M.

ADDRESS—"The Christian Epic." Rev. Thomas Hume, D. D., University of North Carolina.

Wednesday, June 24th.

"PHYSICAL AND VOCAL CULTURE DAY."

General Discussion under direction of Mr. E. L. Hughes, Superintendent Reidsville Public Schools. Subjects: "Music in Schools," "Development and Care of the Body," "Gymnastics and Gymnastic Apparatus," "The Voice, its Development and Use."

8:30 P. M.

EXHIBITION OF PRACTICAL EXERCISES IN LIGHT GYMNASTICS FOR SCHOOLS.

Thursday, June 25th.

"COUNTY SUPERINTENDENTS' DAY."

Directors:—Superintendents W. G. Clements, of Wake; J. A. Anthony, of Cleveland; J. A. Gilmer, of Burke, and W. S. Barnes, of Wilson.

10:30 A. M.

"WHAT IS MORAL TEACHING?"—A. H. Merritt, of Chatham, and Superintendent R. A. Sentell, of Haywood.

"A FOUR-MONTHS' PUBLIC SCHOOL"—Superintendent J. A. Gilmer, of Burke, and Superintendent Henry Harding, of Pitt.

"THE TEACHER OUT OF THE SCHOOL ROOM"—Prof. J. O. Atkinson, of Elon College, and Prof. Chas. D. McIver, State Institute Conductor.

"COMPULSORY EDUCATION"—Superintendent C. B. Way, of Buncombe, and Superintendent John S. Long, of Craven.

"DIFFICULTIES IN MY WORK"—General discussion by Superintendents.

8:30 P. M.

ADDRESS—"What the Public Schools Ought to Accomplish." HON. T. J. JARVIS, of Greenville.

Friday, June 26th.

COMPETITIVE MUSICAL CONTEST.

Between pupils in the High Schools and the Colleges for girls. The successful competitor to be awarded a handsome Gold Medal by the Assembly. Separate contests in Vocal and Instrumental Music. "Rules" will be furnished by the Secretary upon application.

8:30 P. M.

LITERARY AND MUSICAL ENTERTAINMENT,

By members of the Teachers' Assembly.

Saturday, June 27th.

"LOCATION DAY."

10:30 A. M.

Selection of a place for holding the next session of the Assembly. Consideration of propositions from various cities in the State. Annual election of Officers and Committees.

8:30 P. M.

ADDRESS—"The Teacher as a Citizen." E. E. Britton, Mt. Olive.

Sunday, June 28th.

11:50 A. M.

"WOMAN'S CHRISTIAN TEMPERANCE UNION DAY."

General discussion of all matters relating to the work of the "Woman's Christian Temperance Union," as pertaining to the schools and colleges.

8:30 P. M.

DEMOREST GOLD MEDAL DECLAMATION CONTEST.

Monday, June 29th.

"PRESS DAY."

10:30 A. M.

Programme under the direction of Mr. Joseph P. Caldwell, Editor of *Statesville Landmark* and President of the North Carolina Press Association.

8:30 P. M.

ADDRESS—REV. J. L. M. CURRY, LL.D., of Richmond, Va.

SPECIAL WORK.

REV. JOHN F. CROWELL, President of Trinity College, will give a course of practical instruction to a class in "Political Economy." This is an important and timely topic.

MR. CHARLES MANGUM, of the University, will have charge of the department of "School Gymnastics," giving daily instruction to a class. MISS LILIAN HOMESLEY, Assistant Teacher of Music in St. Mary's School, Raleigh, will direct the music in the daily opening exercises and for the devotional services on Sundays.

MISS ADDIE RAMSEY, of Peace Institute, Raleigh, has accepted the position of Stenographic Secretary for the Assembly. The lectures of Dr. Talmage, Dr. Harris, Dr. Curry, Dr. Allen and other prominent speakers will be taken in shorthand for publication.

ASSEMBLY NOTES.

THE SECRETARY SENDS each subscriber to THE TEACHER an extra copy of the programme with this issue. Please hand it to some of your friends who would like to attend the Assembly this summer.

ON JUNE 16, 1891, the North Carolina Teachers' Assembly will be seven years old. Its birthday will be honored by a membership of near five thousand of the most ambitious and progressive teachers and friends of education in the United States.

"THERE WILL BE at the Assembly a considerable number of teachers from this county, I am glad to say; for much good results to those schools that have teachers who have visited the Assembly and thereby gotten up a pride for their profession."—*D. E. Tayloe, County Supt. Bertie County.*

YOU WILL WANT to take part in the Light Gymnastics conducted by Mr. Charlie Mangum, therefore it will be well for you to carry with you to Morehead City, in your trunk, a loose, short walking dress to wear while engaged in this invigorating exercise. The class will give an interesting public performance on some evening during the session.

WESTERN NORTH CAROLINA will send a much larger delegation of teachers and their friends to the Assembly this year at Morehead City than attended any session which was held in the mountains. We hope there may be at least a thousand of our Western friends at Morehead City, for we know that they will have a most delightful visit to the Atlantic Ocean.

THE DATE OF Dr. Talmage's lecture at the Assembly will be THURSDAY, JUNE 18TH, instead of the 19th as his agent first gave us. This brilliant lecture will be in

the beginning of the Assembly work, therefore you should be sure to take the train for Morehead City on June 16th, so that you will then run no risk of failing to hear Dr. Talmage. You will probably never have another opportunity of hearing this distinguished divine with a world-wide reputation speak in the South.

THE ASSEMBLY TEACHERS' BUREAU will have more work at this session than ever before. There are a considerable number of applications on hand for teachers and schools. It is getting to be the custom of committees and principals to look mainly to the Teachers' Assembly for supplying their schools with teachers. If you desire to change your location, don't fail to file application with the Bureau as soon as you arrive at Morehead City.

HON. W. T. HARRIS, LL.D., United States Commissioner of Education; REV. T. DE WITT TALMAGE, D. D., pastor of the celebrated Brooklyn Tabernacle, and DR. JEROME ALLEN, editor of the *New York School Journal*! What a splendid trio of noted speakers for the approaching session of our Assembly. Nothing has ever equaled it in the South as regards a programme of distinguished speakers. It will be the opportunity of a life-time to hear such noted men speak to our Assembly.

THERE ARE MANY members of the Assembly who desire to have a session held in the western part of our State, and the Executive Committee has decided to discuss this matter fully on June 28th, during the coming meeting. If any of our charming Western North Carolina cities would like to secure the session of the Assembly for 1892 their propositions as to entertainment and accommodations should be sent to the Secretary as soon as possible. No other gathering in the South is worth so much to a community as the sessions of the North Carolina Teachers' Assembly.

SINCE OUR ASSEMBLY has secured an engagement with Dr. Talmage for a lecture at Morehead City, his Lecture Bureau has been flooded with applications for him from educational and other organizations throughout the South, but he has declined all invitations except that of the North Carolina teachers. Therefore Dr. Talmage will not lecture anywhere in the South this season except at Morehead City, on June 18th. We were specially fortunate in securing such a grand literary feast for the teachers spread by the most popular and eloquent speaker now living. Thus North Carolina is again ahead.

ONE OF THE most interesting days of the session will be that devoted to the work of the County Superintendents and the public schools, June 25th. What an impetus would be given to public education in North Carolina if *every* County Superintendent should be present on that occasion! Over fifty have already notified the Secretary of their intention to be present—and it is going to be a grand meeting. It is hoped that all other superintendents will make a sacrifice, if necessary, this year, so as to meet their co-laborers in education.

THERE HAVE BEEN organized a number of pleasant parties of teachers in sister States for a visit to our Assembly in June, and even in advance we extend a most cordial welcome to these visiting teachers and their friends. Messrs. Foster Bros. have already reserved rooms in the Atlantic Hotel for parties from Virginia, Tennessee and South Carolina. Teachers from sister States can find no more delightful or profitable place for a summer visit than to the Teachers' Assembly at Morehead City, North Carolina, and we believe that more enthusiasm in educational work is carried home from our Assembly than from any other gathering in our country.

“TALMAGE AND THE NORTH CAROLINA TEACHERS.—The North Carolina school teacher has done more to bring North Carolina forward within the last half-dozen years than any other class of men. He works assiduously all fall and winter to teach the people how to read, and in the summer spends his little salary in advertising the State and attracting people of distinction into it. That is his unselfish record.

“For a number of years the teachers have gathered in assemblies in numbers and culture that surpass the representatives of any other class of men, and they know how to entertain one another for a longer time on less money than other folks, the editor not excepted. Two years ago they advertised the old North State in Europe, the first time the name of the State has been heard of in London and Paris since it was named after Charles IX.

“This year Dr. Talmage has accepted an invitation to attend their Assembly at Morehead City in June, and who ever heard of Dr. Talmage going to a place and the world not finding it out. The patent side of every country newspaper in the Union will print what he will say at Morehead and the city dailies will give it fresh. This is a great scheme to advertise North Carolina. It will beat the State Exposition or the State's exhibit at the World's Fair in 1893, and is worth extended notice and sincere congratulation by all the papers and the people.”—*Charlotte Chronicle*.

Southern Educational Association.

ORGANIZED AT MOREHEAD CITY, N. C., JULY 1-5, 1890.

ORGANIZATION 1890-'91.

OFFICERS:

JOSIAH H. SHINN, *President*.....Little Rock, Ark.
EUGENE G. HARRELL, *Secretary and Treasurer*.....Raleigh, N. C.
E. E. BRITTON, *Assistant Secretary*.....Mt. Olive, N. C.

EXECUTIVE COMMITTEE.

J. T. Gaines, Louisville, Kentucky; W. F. Fox, Richmond, Virginia;
D. H. Hill, Jr., Raleigh, North Carolina; H. P. Archer, Charleston, South
Carolina; M. L. Payne, Ocala, Florida; E. C. Branson, Athens, Georgia;
E. R. Dickson, Mobile, Alabama; Dr. Telfair Hodgson, Sewanee, Ten-
nessee; J. W. Nicholson, Baton Rouge, Louisiana; J. N. McMillin, Blue
Mountain, Mississippi; W. H. Tharp, Searcy, Arkansas; J. M. Barnard,
Cape Girardeau, Missouri; John B. McCahan, Baltimore, Maryland;
Virgil A. Lewis, Point Pleasant, West Virginia.

Second Annual Session will be held at Chattanooga, Tenn., July 8-11, 1891.

FRANK GOODMAN, NASHVILLE, TENN.,
Chairman Local Committee on Railroads and Reception.

PROF. FRANK GOODMAN, of Nashville, Tenn., Chair-
man of the Local Committee of Arrangements at Chatta-
nooga, assures the Southern brotherhood of teachers that
all the hotels in Chattanooga and upon Lookout Mountain
will furnish first-class accommodations at special reduced
rates to all those attending the meeting of the Southern
Educational Association.

WHAT DO YOU say to holding the third session of the Southern Educational Association about the 15th of February, 1892, at HAVANA, CUBA? The trip could be made cheaply and it would be a most delightful occasion.

IT IS NOW quite certain that the railroads in the South will make a rate of *one full fare for the round trip* for the meeting of the Southern Educational Association in July. This is a rate that is entirely satisfactory to the Association, and it is so now that a teacher in any portion of our country will need to make but a little sacrifice in order to attend the great gathering at Chattanooga.

THE FIRST SESSION of the Southern Educational Association, at Morehead City, N. C., enrolled over three hundred members; the second session, at Chattanooga, Tenn., will add over a thousand to the roll. Each annual session of the future will increase the number of members, and ere long these gatherings of Southern teachers will be the biggest and grandest occasions in all our country. The good work is growing most rapidly and wonderfully.

EVERY INDICATION POINTS to a grand meeting at Chattanooga, July 8-11. The programme of the second session of the Southern Educational Association is now in press and will be issued to the teachers of the South in a few days. It is the representation of the strongest educational power and influence in the Southern States, and sets forth such an array of good things to be enjoyed at Chattanooga that every teacher will be proud of the programme. The Secretary has received information that South Carolina and Georgia will each send a delegation of over a hundred teachers to the Southern Association, and other States are also reporting a large representation as intending to be present.

EDITORIAL.

WANTED—NORTH CAROLINIANS.

It is a pleasure to note that the people of our State are beginning to realize, with THE TEACHER, that North Carolina is to us the grandest and dearest of all the States of the Union. And, further, that every celebration in North Carolina should open with one of our patriotic State songs, "The Old North State," and close with the other, "Ho! for Carolina!" At the recent Music Festival in Charlotte, which included some of the very finest music that can be produced in this country, the applause by the audience was mainly mechanical until three hundred voices sang "The Old North State," when the great outburst of heartfelt and sincere enthusiasm and applause proclaimed in unmistakable terms the love of the people for North Carolina. And thus it should ever be. At the sessions of the Teachers' Assembly "The Old North State" and "Ho! for Carolina" have become tenderly familiar to the teachers, and the proud spirit of a devoted patriotism which these songs always inspire has been carried by the teachers to the school-rooms throughout our State, and thus the love of the people of North Carolina is growing and strengthening for our grand old Commonwealth. It should be the aim of every teacher to make our children not only good citizens, but *good North Carolinians*, so that their love for the Old North State above all others will not countenance the slanders upon our State that have heretofore appeared in the census reports and in some of our school histories and geographies.

WE WILL BE GLAD to have for publication short reports of every educational meeting that is held in North Carolina. The teachers throughout the State want to know about the teachers' institutes, associations, councils, conventions and celebrations.

THE JUNE number of THE TEACHER will not be issued until after the meeting of the Teachers' Assembly. We do this in order that the closing number of the volume may contain a full report of this session of the Assembly, which we are quite sure all our subscribers will be anxious to read.

WE THANK our friends for so many very kind compliments to the new cover of THE TEACHER. The design of the cover is to express the platform of THE TEACHER: NORTH CAROLINA—*more educational light in every portion of the State—a good school for every teacher, and a good teacher for every school—and great honor to Archibald D. Murphey, the pioneer advocate of popular education in our State.* The color of the regular cover has, from the first issue, been our beautiful Southern grey.

WE HAVE been asked by a number of persons to name the city mentioned in the April number of THE TEACHER which has a good Library Association with only *one* teacher of the thirty in the city as a regular member of the Association. We must decline to give the desired information at present for we feel sure that the teachers of that community are going to set a better example for their pupils. All the thirty should be members of the Library Association.

DO YOU intend to occupy your summer vacation in better preparing yourself to do efficient teaching in order that you may attain greater success, and deserve and receive better remuneration for your labor? If so, you should not be absent when the great meeting of your co-workers convenes at Morehead City on June 16th. The inspiration of that

grand occasion will give you encouragement in your summer preparation and in your fall term's work in the school-room. It is the testimony of all school officers and the public generally that those teachers who attend the annual sessions of the Teachers' Assembly are the most successful ones in their work and are also most in demand.

HAVE YOU enjoyed THE TEACHER during your school term just closing, and have its suggestions been helpful to you? If you have found benefit in its monthly visits to you, perhaps you will feel inclined to say a word in its behalf to other teachers whom you may meet during the vacation, and we shall greatly appreciate your kind aid and support. Our large subscription list has received many additions each month during the year, for which we are thankful; but much more so for the cordial, unqualified, and almost unanimous endorsement which the teaching fraternity has given to the original and persistent policy of THE NORTH CAROLINA TEACHER.

WE BELIEVE that more people in North Carolina have read the great authors Scott and Dickens this year than ever before. We have sent out to our subscribers as premiums several hundred sets of each author, and scarcely a day comes that the mails do not carry other sets from this office. There is now no reason why every teacher in this State cannot possess these standard works, when we furnish a complete set of either "Dickens" or "Scott" by mail, post paid, for *only fifty cents* in addition to the regular subscription price of THE NORTH CAROLINA TEACHER. Send us \$1.50, and have THE TEACHER mailed to you for a year, with the twelve volumes of Scott or Dickens. You will be greatly pleased with your investment.

ABOUT OUR TEACHERS AND SCHOOLS.

MISS PATTIE D THORNE has a successful school at Airlie.

MR. E. L. REID has a successful private school at Charlotte.

MR. L. T. BARNES has a school near Wilson, Wilson County.

MISS MAGGIE F. DAVIS is teaching at Waxhaw, Union County.

MISS MARY B. COOPER is teaching at Painter, Jackson County.

MRS. E. J. CHADWICK is teaching at Beaufort, Carteret County.

MISS JENNIE CHEATHAM has a school at Epsom, Vance County.

MISS EMMA M. PALMER has a school at Metalia, Warren County.

MR. GEORGE T. F. WOODARD is teaching at Kenly, Johnston County.

MISS ALICE GILREATH is teaching at Moravian Falls, Wilkes County.

MR. C. H. HAMILTON is in charge of a good school at Coddle Creek.

MISS NEPPIE GAYLORD has a school at Monticello, Washington County.

MISS ANNIE C. LEE, of Vanceboro, has just closed a prosperous school at Ernal.

MR. JOHN E. KELLY, of Moore County, has an excellent Model School for Boys at Charlotte.

MISS MAMIE A. GABRIEL is in charge of a fine school at Poplar Branch, Currituck County.

MISS NORA NEAL is principal of Nutwood Academy, near Charlotte. Twenty pupils are enrolled.

MR. B. W. TIPPETT is in charge of a good school at Earpsboro, Johnston County. His next term begins July 1st.

CHARLOTTE HAS just established a Manual Training School with Mr. Charles C. Hood, of West Virginia, in charge.

THE PEOPLE of Wilson voted on May 5th that their Graded School should be re-established. Our congratulations.

THE TRUSTEES OF GREENSBORO FEMALE COLLEGE have voted to expend \$20,000 in making extensive repairs and additions to the buildings.

CAMERON HIGH SCHOOL is in charge of Mr. M. D. McNeil (University N. C.) and his wife. The school is prospering finely under their excellent management.

MISS MAMIE WEBB, of Richmond, Va., has been added to the Faculty of Lumber Bridge High School, Robeson County. Mr. J. A. Monroe is principal and Miss C. A. Mickey is teacher of Music.

REV. M. MCG. SHIELDS passed a successful examination before the Fayetteville Presbytery and was licensed to preach. An adjourned Presbytery is appointed for Jonesboro, May 21, to license Rev. D. N. McLaughlin and Rev. Mr. McEachern.

THE STATE BOARD OF EDUCATION is receiving quite a number of bids for the State Training School for Young Women. Among the highest bidders are Marion, Greensboro, Thomasville and Graham, the largest price being offered by the latter place.

THE METHODISTS of North Carolina held an Education Convention at Durham on May 5th in the interest of Trinity College. Bishop Galloway presided on the occasion, and delivered a most stirring address upon denominational education. There were present a good number of prominent Methodists, and the meeting was greatly enjoyed.

THE GOLDSBORO PUBLIC SCHOOLS will celebrate their Decennial on May 27th. Addresses will be delivered on the occasion by Messrs. C. B. Aycok, of Goldsboro; E. P. Moses, of Raleigh, and E. A. Alderman; Hon. S. M. Finger; and Dr. George T. Winston, of the University. Mrs. C. P. Spencer, the gifted historian of the State, has written two special songs for the celebration.

THE YOUNG LADIES of Saint Mary's School and Peace Institute, at Raleigh, have been making a tour of inspection, in charge of their teachers, of the various industrial enterprises in Raleigh. The visits included the cotton factory, railroad shops, tobacco warehouses, printing offices and wagon factory. This is an excellent idea, and the visits were not only interesting and instructive, but they will also prove of much practical value to them. This is the age when a girl must know more useful things than are contained simply in the text-books which she studies.

CUPID AMONG OUR TEACHERS.

'Tis said that "figures never lie,"
That one and one are always two;
But Cupid proves, with work so sly,
Some wondrous things that figures do.
And when he claims a teacher's hand
All rules of figures then are done,
Though two before the preacher stand
This one and one are ALWAYS ONE.

CAPT. S. E. GIDNEY, Superintendent of Shelby Graded School, and MISS SUSIE STEPHENS, of Shelby, were married April 30th at the home of the bride by Rev. J. T. Finlayson of the Methodist Church. CAPT. and MRS. GIDNEY left immediately for Texas, where they will locate.

AT RECESS.

The books and slates now put away,
And let us laugh a little while;
For those who work there should be play,
The leisure moments to beguile.

TEACHER—"Children, why did Washington cross the Delaware?"
Bright Boy—"Because he wanted to get on the other side."

THE PHILOSOPHY OF EXPERIENCE.—Teacher—"Johnny, you may explain what causes the earth to move around the sun." Johnny—"Because it's cheaper to move than to pay rent."

TOO PREVIOUS —Writing teacher (watching her finger movements)—
"A beautiful hand, Miss Caroline—" Fair Pupil (blushing)—"La, Mr. Scribson!" "Is only to be gained by peristent practice. Hold your pen a little more loosely, Miss Caroline."

MR. DEMPSEY—"Well, Johnny, what did you sing at school to-day?"
Johnny Dempsey—"Oh, a boss hymn, pa! It began: 'I am a little greenhorn in a half of cheese.'" Fannie Dempsey (indignantly)—"It wasn't any such thing, pa! It was 'I am a little gleaner in the harvest sheaves.'"

A MODEST OPINION.—Father—"Now, Peyton, my boy, who are really the best behaved members of your class?" Peyton—"Well, pa, I think that Tom Pickett and I are; but, to tell the truth, I sometimes have my doubts about Tom." "Father—"How many in your class?" Peyton—"There's Tom and me."

"FLORENCE," said a mother to her seven-year-old public school daughter who had been studying so-called "Temperance Physiology," wishing to impress upon her the beauties of a rich sunset, "Florence, what does that scene remind you of?" "Oh, mamma!" exclaimed the child, clapping her hands, "it's just like the picture of a drunkard's stomach!"

A PRESUMING LITTLE GIRL.—A little girl who made very frequent use of the word "guess," was one day reproved for it by her teacher. "Don't say 'guess,' Mary, said Miss Jones; "say 'presume.'" Presently one of Mary's little playmates coming up to her remarked: "I think your cap is very pretty, and my mamma wants your mamma to lend her the pattern, because she is going to make me one like it." "My mamma has no pattern," was the reply. "She cut it by presume."

ARE YOU A TEACHER?

YES.

THEN THIS IS WRITTEN TO YOU!

We want every teacher in this State to be a subscriber to THE NORTH CAROLINA TEACHER for the year 1891.

The subscription price is only **one dollar** for the year. We are perfectly willing to credit all teachers until they have a dollar to spare, but we want your names on our books **now**.

To each person who sends a dollar with the name we will give a copy of that remarkable teacher's book, "Evolution of Dodd," or six pieces of vocal or instrumental music. Besides, if, at the end of the year, you feel that you have not been helped very greatly by reading THE TEACHER you need not pay for it, or, if you have already done so, we will return the money or extend your subscription another year and let you try the magazine again.

THE TEACHER is a *live* journal of education, and we believe it will encourage you to do more thinking in your work. The teachers who think most do the best work and get the best pay. We do not require you to agree with us in regard to any method of teaching that we suggest or in any criticisms we may make upon some methods now being used; we only ask you to read THE TEACHER and then do just as the editor does — *think for yourself*.

THE TEACHER believes thoroughly in **the Old North State and her teachers**; it will try to be your best friend and defender at all times, and from all misrepresentations or slurs, no matter from whomsoever they may come. THE TEACHER shapes its own policy and line of thought; is most thoroughly independent, but by no means neutral; is mainly original, and will try to be generally right.

If you carry THE TEACHER to school with you in the morning it will be easy for you to do better teaching that day than you did the day before.

THE TEACHER is now regularly read by over seven thousand people in North Carolina and the Southern States. We want to have ten thousand readers before the end of 1891. If *you* are not now one of that number we want you to be. If you are already a subscriber to other educational journals, so much the better. Don't cut off any one of them, but *be sure* to add THE TEACHER to your list, for it will tell you things that will interest you and which cannot be found anywhere else.

The principal work of THE NORTH CAROLINA TEACHER is to secure a good school for every teacher and a good teacher for every school. We want you at all times to feel free to write to us for anything you want relating to professional work, and we will do our level best to aid you.

EUGENE G. HARRELL, Editor.

ALFRED WILLIAMS & CO., PUBLISHERS.

ATLANTIC HOTEL.



MOREHEAD CITY
N.C.

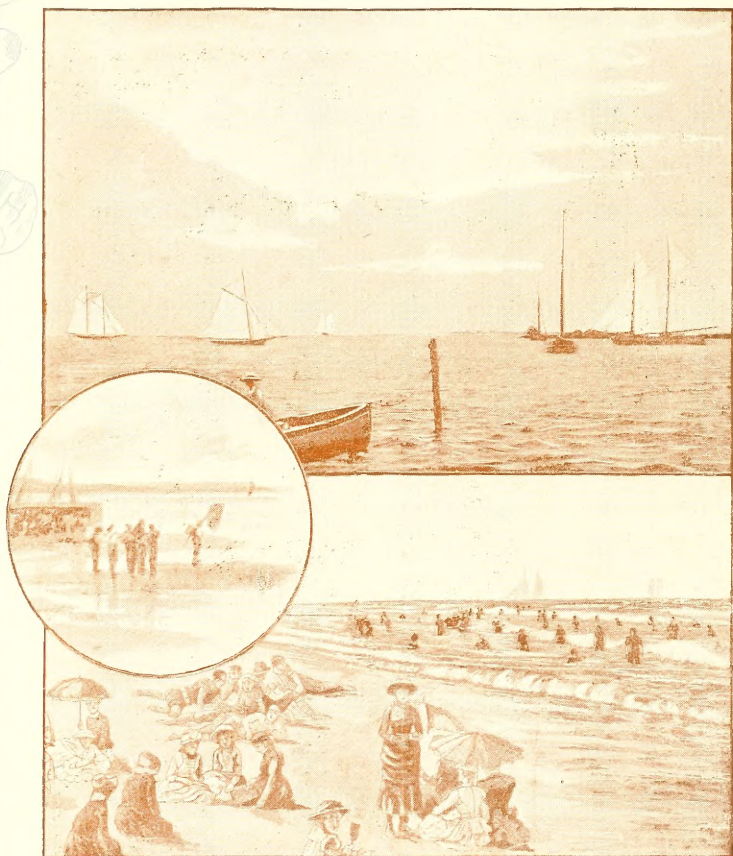
The largest and most
delightful summer resort
of the South.

Accommodations for 1000
Guests. Open JUNE, JULY,
AUGUST & SEPTEMBER.
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SOUTH PLAZA
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North Carolina Teacher: Supplement.

ON
THE
BEACH



YACHTING AND BATHING SCENE.

Atlantic Hotel Morehead City, N. C.

THREE things go to make up an ideal life, as well as an ideal summer home, namely: health, comfort and pleasure. The Atlantic Hotel, Morehead City, N. C., situated immediately upon the Atlantic ocean, (at Old Fort Macon), presents all three under conditions more favorable, combined with the least expense, than any similar resort in America. Its advantages are as superior and numerous as they are unique.

The Beach runs east and west for more than thirty miles along the coast—a geographical position which causes it to be peculiarly exposed to the broad sweep of the south and southwest breezes. These winds, which prevail all along the coast, are the “land breezes” to all less favorably located resorts, while to Morehead they come direct from the ocean, bringing health and invigoration, and rendering insect life an impossibility. Such a thing as a land breeze is almost an impossibility at Morehead. It is a fact attested by thousands of our patrons that there are absolutely *no flies or mosquitoes* at Morehead City.

The Atlantic Hotel, with its five hundred rooms, is the largest and best equipped seaside resort in the South, and is by all odds the most popular. It is spacious and airy, and easily accommodates one thousand guests. It has wide halls and passage ways; the rooms are large and well ventilated, and it has a perfect system of salt water sewerage.

Rooms are well furnished in cherry, with hair mattresses, and are supplied with water, gas and electric

bells. Hot and cold baths and closets on every floor, and telegraph, post and express offices in building.

The Ball Room is a fascinating feature of the hotel, and is the largest and most imposing to be found anywhere. It is supplied with an elegant orchestra and is a pleasure to all, both old and young.

The Cuisine is a particularly attractive department of the hotel, being supplied with an abundance of sea food, such as hard, stone, soft and channel crabs, oysters, shrimp, terrapin, clams and escallops, besides fresh mackerel, bluefish, pompano, sheepshead, etc., just from the water. Fresh meats will be supplied this season by Messrs. Armour & Co., of Chicago, and will come to us in refrigerators in perfect condition. Our cooks and caterers are the best that money and experience can get, and we feel sure that this department of our resort will meet the requirements of the most fastidious.

The handsome and spacious Main Dining Room comfortably seats six hundred persons. It is in charge of experienced waiters, and the most careful attention will be paid to the wishes of guests.

FISHING.

The fishing here is the finest in the world, without exception. Here, and nowhere else, can Spanish mackerel



and bluefish be found, and trolling for them in one of the fast sailing boats peculiar to this harbor, is a most exciting and fascinating sport. 'Tis a not unfrequent occurrence for one party to bring in from two to three hundred of these cavaliers of the sea as a result of a single day's sport. Still fishing for smaller fish, such as sheepshead, flounders, trout, etc., can be had in abundance from the hotel wharves.

BATHING.

The surf bathing is simply perfect, the beach gradually sloping out with no undertow, and is perfectly safe. Still bathing can be had at the back door of the Hotel, in commodious bath houses supplied with every convenience. The water is delightfully tempered with the warmth of the Gulf stream, which touches the coast at this point.

BOATING.

This is a universal pastime indulged in by all. About thirty "sharpies" sail from the hotel piers. These boats are picturesque and beautiful, and one may sail for hours on the land locked bay in perfect security. Moonlight sailing is pre-eminently the most charming attraction.

HUNTING.

Fox and deer hunting is plentiful in the vicinity of the Hotel, and horses and dogs can be had. Snipe, willet and curlew abound, and splendid shooting can be enjoyed.

Invalids and persons seeking health and quiet may be assured of our careful attention while our guests, and the very best medical attendance. Dr. F. J. Haywood, of Raleigh, N. C., resident physician, says of the healthfulness of our resort:

"My family and myself have spent the last three summers at the Atlantic Hotel, Morehead City. My experience there teaches that it is the best place with which I am acquainted, for the anæmic of either sex, nursing mothers, teething children, and those recovering from typhoid and malarial fevers. Situated near the Gulf stream, the air is delightful—a tonic, healthful and invigorating. No malaria, dust, mosquitoes or flies."

Dr. J. H. Keeling, of Knoxville, Tenn., says :

"To those in search of a few days, weeks or months of recreation, a more health-giving and delightful place cannot be found on the Continent than Morehead City, N. C. The bathing, both surf and sound, is superior to and more enjoyable than at any other place on the Atlantic Coast, the water being free from that iciness that is found at more northern resorts even during the summer season. The climate is charming, and the accommodations please the most exacting. Especially is Morehead to be commended to the lovers of that most pleasurable sport so extolled by Isaac Walton. Read his 'Angler's Wish'—go to Morehead and extravagantly experience his dream of perfect enjoyment."

EXPENSES.

The small expense of a season at Morehead is a special attraction. Baths are all free, boat rates very reasonable, and everything else proportionately low.

RATES OF BOARD.

Per day, \$2.50 to \$3.00; per week, \$14.00 to \$17.50; per month, \$45 to \$60, governed by location of room, number of occupants and length of stay. We will be glad to furnish estimates upon application.

Morehead City can be reached by all of the main trunk lines of the South. Pullman palace cars from points North, South and West, via Greensboro, N. C., and North and South via Wilmington and Weldon, with only one change of cars. Low rate summer tickets on sale May 15th, good to return until October 1st, from all points.

The Hotel will be kept open this year until 1st of October, to accommodate our Southern and Western patrons, and the month of September will be found particularly delightful.

The proprietors feel grateful for the liberal patronage bestowed upon them in the past, which has made the Atlantic Hotel the most popular and most widely and generously patronized watering place in the South, and hope by judicious management and close attention to the comfort of their guests to merit a continuance of the same.

FOSTER BROS., Proprietors.



FISHING SCENE—ENTRANCE TO FORT MACON.



THE NORTH CAROLINA TEACHER.

VOL. VIII.

RALEIGH, JUNE, 1891.

NO. 10.

EUGENE G. HARRELL,

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Editor.

COMMENCEMENT ESSAYS.

I heard the essays. That one on
"The Magna Charta and King John"
The head girl wrote. She with the wreath
Described Lear's wanderings on the heath
Quite prettily. Another one
Explained "The Spots upon the Sun,"
"The Influence of Browning," and
"The Early Writings of George Sand;"
"The Transcendental Movement: How
It touches German Letters;" now—
All these I sadly listened to.

"What earthly good can these things do?"
I asked myself. "Does old King John
Teach you to sew a patch upon
A coat?—or can the 'spotted sun'
Say when a roast is rarely done?
Do Browning's tangled poems tell
The way to mend a stocking well?"

While I was pondering sadly there,
A sweet girl arose, and, I declare,
She talked about the homely things
From washtubs down to muffin rings!

She had ten pages all on "pie,"
She knew the choicest way to fry
An oyster, and how best to bake
A good old-fashioned johnny cake.

Next day the girl was asked to share
The fortunes of a millionaire ;
She now reads Browning's wondrous books,
And leaves the cooking to her cooks.

The girl who wrote on Browning's work
Is married to a gentle clerk
Whose income's small. No girl have they ;
She scrubs and cooks the livelong day,
And sighs, while bending over the range,
When she reflects upon the change—
The fall from school sublimities
To tattered books of recipes.

—*Springfield Graphic.*

STUDY WHAT YOU TEACH.

A thorough understanding of the lesson to be taught of course lies at the foundation of freedom in teaching. One cannot give a very clear description of that which is to him as vague as men who look like trees walking. Whatever the subject may be, this thorough understanding can be obtained only by patient study. No matter how long a teacher has been teaching a particular subject, when he comes to carry a new class through it, he needs to refresh his own mind upon it before going into class. When Dr. Arnold, who followed this rule, was asked why he took such pains, when this lesson had been prepared and taught so thoroughly in former days, he replied, "I wish my pupils to drink from a running stream, and not from stale waters."

NORTH CAROLINA TEACHERS' ASSEMBLY.

EIGHTH ANNUAL SESSION.

MOREHEAD CITY, N. C., JUNE 16-28, 1891.

PROCEEDINGS.

INTRODUCTORY.

TUESDAY, June 16, 1891.

THE commencement exercises are now about over, and this week, and for the week following, it may be said that "North Carolina is truly in the hands of the school teachers."

Of all the people in our State, none are more faithful, zealous and valuable than the teachers. They have been doing their work well in educating the children of the State, they are now seeking the rest and recreation which they really need, and on this day, and for the fifteen days following, thousands of these teachers and their friends will be gathered at Morehead City, where they will revel in the many delights of this most charming resort on the Atlantic coast.

Every train on every railroad is filled with teachers; every stage-coach, even among the mountain passes, is crowded with the same happy, enthusiastic, merry-hearted, cultured men and women—all seeking the pleasures of their summer vacation, the inspiration of their great Assembly, and the joys of the recuperating sea-breeze and the surf-bath. They will return from this grand social reunion and intellectual feast of good things inspired and encouraged and prepared to do even better work than ever before.

North Carolina is indeed proud of her great Teachers' Assembly, and such arrangements have been made with the Atlantic Hotel and the various railroads that the expenses of attendance upon the sessions of the Assembly are so slight as hardly to be worth considering. Every teacher can afford to spend at least a few days at the annual meetings of the Assembly.

The organization has acted wisely in permitting and inviting all friends of education and the public generally to attend the Assembly upon the same liberal terms as are given to teachers. The meeting together of the teachers and their friends and patrons in these grand social gatherings has proven of incalculable benefit to the cause of education in our State; it has promoted and strengthened the interest in the schools, and has secured the greatest respect and sympathy for the teachers in their noble work. There is plenty of room in the Atlantic Hotel for all; it is an immense affair, and is almost a town within itself. All the other hotels in Morehead City are alike open to the teachers during the session, and there is no lack of accommodations.

Even for several days in advance of the session the teachers have been arriving at the Atlantic Hotel, and there are almost five hundred members of the Assembly already here enjoying the many pleasures of the seaside "before the crowd comes." These few days in advance of the session are spent in trolling on the blue-fish banks and in reveling among the breakers of the splendid Atlantic surf.

Everybody is busy about the Assembly Building. The Hall is being arranged by the Secretary for the meeting, and the maps, charts, globes, blackboards, books of reference and other paraphernalia of educational work are being put in position for use. Many of the teachers are hard at work arranging the displays from their schools for the

Educational Exposition, which will be this year much larger and more interesting than ever before. Most of the leading schools in the State are represented by exhibits, and a number of Northern firms have made fine displays of their publications and school supplies.

The Assembly Hall is tastily decorated by pretty festooning which gracefully hangs from each gas pendant. On the wall, in the rear of the rostrum, are two large United States shields, one bearing the inscription "Knowledge is Power," and the other extending a cordial "Welcome" to all. In the centre of the space between the two shields is the "North Carolina Coat of Arms," resting upon the National flag, and the entire space is draped with bright, waving festoons of delicate tints. On the walls hang life-size portraits of each President of the Assembly.

In the hall are two very fine musical instruments, a grand piano and a Liszt cabinet organ, manufactured by Messrs. Mason & Hamlin, of Boston, Mass., and kindly loaned to the Assembly by Messrs. Ludden & Bates, of Savannah, Ga., their Southern agents. The instruments are tuned in unison and will be used in all the devotional exercises and in the musical entertainments during the session. They are instruments of rare power, and exceedingly sweet in tone, and they are already being greatly enjoyed by the musical members of the Assembly.

FIRST DAY—MORNING SESSION.

WEDNESDAY, June 17, 1891.

This is the opening day of the session. The trains last night added several hundred to the already large number present, and all through the morning teachers have been arriving from the surrounding country in the graceful and swift-sailing sharpies.

At 10:30 A. M. some nine hundred members of the Assembly filled the Hall to engage in the opening exercises of the session.

President CHARLES D. McIVER was in the chair; Secretary EUGENE G. HARRELL and Assistant Secretaries E. E. BRITTON, of Mt. Olive High School, representing the *Goldsboro Argus*, and F. M. HARPER, of Raleigh Graded School, representing the *State Chronicle*, occupied the Secretary's table. MISS LILLIAN HOMESLEY, of St. Mary's School, Raleigh, presided at the piano, and the skill and grace exhibited by her in conducting the music gave evidence of her remarkable natural talent and most thorough training.

The Secretary having formally announced that a constitutional quorum was present, the audience arose and sang with inspiration and enthusiasm—

“My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing.
Land where my fathers died!
Land of the pilgrim's pride—
From every mountain side
Let freedom ring!”

After which Rev. THOS. E. SKINNER, D. D., of Raleigh, read the 24th Psalm and offered a most appropriate and impressive prayer. Then followed the beautiful hymn, “Son of My Soul,” in which tender sentiment each person present seemed to be in hearty accord.

President McIver then, in his most pleasant manner, stated that it had been the custom of the Assembly to have each annual session opened by some one of North Carolina's most popular and gifted speakers who was not a teacher, whereupon he presented to the audience “the eloquent and brilliant orator Hon. GEO. W. SANDERLIN, LL.D., our State Auditor, and a member of the State Board of Education, and one of the sons whom North Carolina delights to honor.”

As the speaker stepped upon the platform he was greeted by a grand storm of applause like the surging of the breakers in the mighty Atlantic which spreads far out to view upon every side, and whose swelling tide was then lashing the pillars of the Teachers' Building in which he stood.

That speech was truly a finished literary masterpiece, carefully, thoughtfully and beautifully conceived, and eloquently delivered. The audience was charmed from the moment that Dr. Sanderlin announced his subject: "The Importance and Dignity of Teaching as a Profession, and the Honor due the Teacher in view of his High Vocation."

Dr. Sanderlin prefaced the address proper by naming a number of "high falutin'" subjects he might have talked about, and then proceeded to give his audience a rare treat on the subject that he had selected. Among other things he said "it is the disposition of mankind not so much to live in the present as to look hopefully forward to the future, or pleasantly, though sometimes regretfully, to the past. Pope, Johnson and Longfellow recognized this. Great honor is due the teacher for a glorious past and present, and a still more glorious future promised. He possesses the cardinal virtues, and one of these is patience. He shows this by dealing so well with four classes of pupils, the plodding ox, the obstinate mule, the fiery horse and the soaring eagle. He drives the chariot of the mind in safety, despite his four steeds.

"To four classes do I accord all honor—the preacher of righteousness, the women, the editors and the teachers. The public mind needs to be educated to the true importance of the teacher and his work. His difficulties are many, for if the pupil has stood on the bridge of sighs (and groans) he has stood beside him; if in the 'Slough of Despond' or the 'Castle of Giant Despair,' there he has

been with him. From the very scope of his calling the teacher is worthy of honor, for he trains immortal minds. What is mind? *No matter!* What is matter? *Never mind!* We know that mind acts on mind, and the mind thus acts on matter, and thus men are influenced, thus character and history are made and true destiny determined. This power of mind over mind belongs directly to the teacher.

"The teacher's vocation has been emphasized as being truly important by the men whom patient teachers have given to the world. Let me assert, again, that the teacher is honored in the past tense, the present tense and the future tense.

"Not everything new is good; not everything is good because it is new. The spirit of the iconoclast is abroad. Hence the striving after the new and the laying aside of the old.

'Be not the first by whom the new is tried,
Nor yet the last to lay the old aside.' "

He paid a just and glowing tribute of praise to the old familiar "Webster's Blue-back Speller," and said that it should be tenderly cherished in memory forever for the great work that it had done through the years that have passed.

"The present progress in educational affairs, which I will enumerate, shows how great should be the honor accorded to the teachers in the present and the vast potentialities of the future. Who can foretell what is to come to pass? This I prophesy: that nothing can keep our Southland down, she will rise despite all attempts to throttle her."

He quoted from a recent editorial in *THE NORTH CAROLINA TEACHER*, showing the wonderful and unparalleled advance made along the educational line by North Carolina within the past seven years, beginning with the election of County Boards of Education in 1885, and coming on down to the establishment of the Agricultural and

Mechanical College in 1889, and the appropriation for the Normal and Industrial School for Young Women in 1891.

“And in this work of rising there will be seen the work of the teacher; therefore let him magnify his calling, and let us all stand in his presence with uncovered heads, as we contemplate the actualities and potentialities of ‘the high vocation to which he is called.’ Carlyle has said: ‘Blessed is he who has found his life-work; let him ask no other blessedness. He has a work, a life-purpose, he has found it and will follow it!’

“To which I add: ‘Blessed is the work of the teacher.’ Blessed because of its noble character and beneficent results; blessed in its importance and its dignity. And happy he or she to whom teaching is a life-purpose—a life-work. And so let all the people honor the teacher.”

It is impossible, without giving the full manuscript of Dr. Sanderlin's masterpiece in the way of an address, to outline in this necessarily brief report even a fair idea of the true value and worth of the words with which this eloquent son of North Carolina electrified and delighted his large audience. The address was an hour and twenty minutes in length, and was interspersed with anecdote after anecdote which the audience received with bursts of applause. When the orator soared away on the wings of his poetic fancy the vast assemblage listened spell-bound; when in his address he introduced gems of thought from other minds—gems both “grave and gay, lively and severe,” every face showed a keen appreciation of the opportunity of listening, and all would have listened as long as the speaker cared to talk.

In the afternoon at 3:30 o'clock all the boatmen of Morehead City gave a complimentary sail to the entire Assembly. The objective points of visitation were the fishing grounds, Fort Macon, Beaufort, Harker's Island, Cape Lookout Light-house, and “the surf.” The “sharpie

fleet" comprises about fifty of these beautiful boats, and it was a truly lovely sight on Bogue Sound as the fleet spread their large white wings and rapidly and gracefully glided away under the influence and inspiration of the strong south-west breeze, giving enjoyment to the hundreds of recuperating teachers.

There are a large number of persons now in the Assembly who live in the extreme western part of North Carolina, having spent their lives amid the restful grandeur and quiet repose of our magnificent mountains. They have never before seen the great Atlantic ocean glittering in the sunlight nor heard the mighty roar of the restless surf as it lashes the smooth, white sandy beach stretching for miles along its shores; they have not hitherto caught the inspiration of breaking waves dashing high against the rocks of the ages, while their white foamy crests flash like myriads of brilliant diamonds beneath the bright rays of the summer sun; they have never been "rocked in the cradle of the deep," nor felt that peculiarly delightful, soft, yielding, swaying, gentle motion of a boat under sail. All these charming scenes and new experiences are thrilling revelations of pleasure to our mountain friends, and they seem to be "taking them in" with a considerable relish and appreciation.

As many of the sailing and fishing parties did not return to the hotel until quite late in the evening, it was decided by the Executive Committee to defer the formal opening of the session until to-morrow morning at 10:30 o'clock, therefore the evening was spent in pleasantly meeting old friends, making new acquaintances and in enjoying the sweet music of Prof. Whiting's Model Orchestra in the great ball-room of the hotel.

One of the most pleasant features of the North Carolina Teachers' Assembly is these delightful annual meetings of dear friends, school-mates and co-workers. No such pleas-

ant social intercourse is enjoyed in any other educational gathering in America, and in this respect, as in many others, our Assembly stands pre-eminently above every similar organization in this country.

SECOND DAY—MORNING SESSION.

THURSDAY, June 18, 1891.

The teachers assembled in their Hall this morning at 10:30 o'clock, while the choir sang the beautiful hymn, "Love at Home," after which Rev. B. F. DIXON, D. D., President of Greensboro Female College, conducted the devotional exercises. The rapidity with which the large Assembly Hall was filled, and even packed, makes us realize that the Teachers' Assembly will very soon be in need of a larger audience room.

President McIver announced that the Assembly was now regularly open for the business of the session, and the first matter on the programme was the annual address of the presiding officer.

President McIver then called Vice-President Morson to the chair and addressed the Assembly as follows:

Fellow Teachers and Friends of Education:

The history of any successful movement or institution among men is necessarily interesting and instructive. Its organization, growth and influence ought to be studied in detail, so that past mistakes may not be repeated, and so that a knowledge of the methods and means that have already brought success may be a guide to future progress.

At this, the beginning of our eighth annual session, it seems to me that nothing could be more appropriate or more profitable than that we should hastily review the history of this Assembly and consider for a short while what will best promote its future development and usefulness.

HISTORY OF THE TEACHERS' ASSEMBLY.

About fifteen years ago the Legislature of this State made an annual appropriation to establish and maintain a Summer Normal School at the State University at Chapel Hill. This was the first time that the

State had recognized the fact that, in a professional sense, "the teacher must first be taught;" and it was the first time that anybody ever saw a great meeting of the teachers of North Carolina. Thousands of teachers attended this Summer Normal School, as it was called, and so patent were the benefits to the profession and to the State that the Legislature has apparently never, even in its most economical moods, contemplated withdrawing the appropriation. On the contrary, it has added to the appropriation and continued it to the present time for Summer Normal Schools and the State Institute work.

The instruction given by the lectures in these first great meetings at Chapel Hill, the enthusiasm excited and the aspirations enkindled were invaluable; yet, it was evident to all who attended that the social advantages were equally useful to teachers, and that, as is frequently the case in schools, those who attend as pupils gained as much by their contact with one another as they did from their special instructors.

THE FIRST ASSEMBLY MEETING.

So strongly did this social feature impress everybody that there has been ever since a demand for a great State meeting of teachers in North Carolina. And so, when the old Normal School at Chapel Hill had been discontinued and had given place to the eight summer Normal Schools located in the various sections of the State, resulting in better professional, but poorer social, advantages on account of the smaller gatherings of teachers, the time was ripe for the enterprise and energy of Mr. Eugene G. Harrell, who called for a great educational gathering at Waynesville. The Assembly was well attended from the beginning, but the attendance has steadily increased, and its power for good is greater now than it has ever been. The second and third meetings were held at Black Mountain, and the four subsequent meetings have been held at Morehead City.

The chief reason for coming to Morehead City was that it was the only place in the State that offered sufficient and proper hotel accommodation for the constantly increasing numbers desiring to attend the Assembly.

In Waynesville the Assembly held its meetings in the hotel dining-room, on the hotel porch, and in the open air.

At Black Mountain the accommodations were better, but still the Assembly was cramped for room.

FIRST MEETING AT MOREHEAD.

Our first meeting at Morehead City was in the ball-room of the Atlantic Hotel. This was an improvement over any arrangement we had had, but the Assembly's best work could not be done there. By the aid of some generous and enterprising friends the Assembly now holds

its sessions in its own building. Such has been the history of our meetings and changes, and the character of the professional work of the Assembly has kept pace with the improvements in other directions.

THE ASSEMBLY'S PRESIDENTS.

During the seven years of its existence, the Assembly has had five Presidents. They were, Capt. Fray, Dr. Lewis, Prof. Alderman, Prof. Winston and Prof. Smith. The presiding officers chosen by the Assembly, representing every line of educational work—high-school, seminary, public school, university, college and evangelistic—and this is a true index to the character and scope of the Assembly's work.

IT MAY BE "GENERAL HARRELL."

But the most important office of the Assembly is not the President's but the Secretary's, and unfortunately, or fortunately, as the case may be, we have had a *new* Secretary at nearly every meeting. Our first Secretary was Mr. E. G. Harrell, who was followed in quick succession by Capt. E. G. Harrell, Maj. E. G. Harrell and Col. E. G. Harrell, and I understand that there is a conspiracy on foot to displace the Colonel with General E. G. Harrell at the next election.

But notwithstanding all these changes in name, the spirit of the Secretary has been the same, and whether we consider him as poet or patriot, as teacher or traveler, as beau or business man, as musician or merchant, as sailor or Sunday-school teacher, as an editor in Carolina or an explorer in Cuba; and whether we contemplate him caroling Carolina's praises or courting Carolina's daughters, we can certainly claim that we have a universal genius for our Secretary; and when his spirit shall have imbued not only this Assembly, but all North Carolina, with its patriotism; when even the birds shall set all their music to the tune of "Ho! for Carolina," and our babbling brooks shall roll to the sea murmuring "Heaven's blessings attend her," and when educational cranks and Institute lecturers shall vex his editorial soul no more, and when, in his own poetic words—

"In the school-room we shall see
Neither shoe-peg, splint nor pea—
How happy we shall be!"

But laying all jocularly aside, the teachers of North Carolina owe a debt of gratitude to Secretary Harrell which they will not forget. Whatever others may have done in the past, and whatever others may do in the future to advance the interests of the Teachers' Assembly, the original conception was his, and he has been its great motive power. In one sense it is his creation, and it is a monument to his genius and energy. I think, however, that, with all his hopefulness, he builded

greater than he knew. The continued and growing success of the Assembly has surprised many of its most enthusiastic friends and promoters. The Assembly is now greater than any man or set of men. It is a powerful force in North Carolina to-day, and its future will be greater still if we will properly strive to make it so.

Let us examine briefly the results of the Assembly's labors.

WHAT HAS THE ASSEMBLY ACCOMPLISHED?

In addition to the pleasure and profit from the social standpoint, much of the professional work has been of the very highest order, and it is all steadily getting better every year. The Assembly has furnished, besides the regular discussion during its daily sessions, special schools where the proper methods of scientific investigation have been exemplified; others where methods of primary teaching have been illustrated; others for teaching modern languages; and still others the purpose of which has been to give practical help in the various departments of education.

The educational exhibit already begun will, with the proper management, be of great service to the profession, and will be the means of disseminating many valuable ideas.

THE TEACHERS HAVE SEEN THE STATE.

But the benefits derived from the popular lectures and from the professional work and from the social features of the Assembly are not greater than those derived from another source. Many teachers, and many who are not teachers, have been enabled to see North Carolina who never would have seen it but for this Assembly. A large number never saw our mountains or the ocean until they saw them at its meetings. Not only have the teachers gone over nearly every section of North Carolina, but large numbers of them have traveled more extensively. In 1887 a large party from the Assembly visited Washington, D. C.; in 1888 another party visited Niagara Falls, New York and other Northern cities; in 1889 another party composed of members of this Assembly spent several months in Europe, and it was probably the largest number of North Carolinians ever in Europe at one time. The amount of information gained by teachers on these trips will be of incalculable benefit to North Carolina through the pupils of the teachers.

ITS INFLUENCE ON LEGISLATION.

The Assembly's influence on educational legislation for the State has been strong and salutary. The establishment of the Normal and Industrial School for Women is largely the work of the Teacher's Assembly. Several years ago it sent to the Legislature the first petition for a Normal College, and it has had a committee to represent its views before every North Carolina Legislature that has assembled since. The ques-

tion, however, was never discussed in the Legislature until in 1889, when the representatives of the Assembly went to Raleigh to present in person the question before the Legislature. The bill then passed the Senate and was defeated in the House by only a few votes. Last winter our committee again pressed the matter, and the bill passed both branches of the General Assembly by an overwhelming majority. If the Normal and Industrial School becomes what its best friends hope for it, it will be the pride of the State and a great monument to the Teachers' Assembly. In the Assembly work for the Normal and Industrial School it had the valuable counsel and aid of Superintendent Finger, who was really a member of the Assembly's first committee to the Legislature.

In the general educational revival going on all over North Carolina this organization has done its part. By attracting to its annual meetings influential men from the various professions and from different sections of the State, and by interesting them in various educational reforms, the Assembly's influence on public life and public thought has been very great. Indeed, I regard this securing of sympathizers and supporters among men not engaged in the teaching profession as the most practical and far-reaching work that the Assembly can do. Educational institutions can be no better than the people will let them be, and there can be no decided general progress in education until public sentiment demands it. Cultivating this public sentiment has been, and must continue to be, one of our chief aims. In this way the Assembly has secured the interest of many of our most prominent public leaders. Governors, United States Senators, United States Ministers, our Judges, the State Superintendent of Public Instruction and other prominent State officers; many prominent clergymen, editors, farmers, lawyers and physicians have not only attended our meetings, but many of their names have appeared on our programmes and they have joined in our discussions.

But this is not all. This Assembly has, during its short life, secured men and women who are prominent in their fields of labor to come to this State and lay before our people their best thoughts on a great variety of interesting topics.

All of these distinguished men and women enjoy a national reputation, and more than one of them can count hosts of friends and admirers beyond this continent.

To any profession that will, at its own expense, put within the easy reach of our people the inspiring presence and best thoughts of such men and women as Col. Francis W. Parker, Dr. J. L. M. Curry, United States Commissioner Harris, Dr. T. DeWitt Talmage, Dr. A. D. Mayo, Alex. Frye, Frank Beard, Dr. Van Daell, Mrs. Rickoff, Mrs. Parker, Kate Field and Miss Coe, the State owes a debt of lasting gratitude; and from selfish motives, if for no other, the State ought to make every possible effort to encourage and strengthen such a profession.

FREEDOM OF DISCUSSION.

There is one other feature of this Assembly worthy of special mention and commendation. I refer to the absolute freedom of discussion that has prevailed heretofore and that I hope will characterize its discussions so long as the organization lasts. This is an arena where anybody can present any idea or oppose any idea, if the question involved concerns North Carolina's educational interests. Not only is that so, but he can always be sure of a large and intelligent audience. He may meet opposition, but he need have no fear of giving serious offence by a candid statement of an honest opinion. He will speak to a representative North Carolina audience, willing to listen and eager to help the right when the right is known. It is remarkable that an assemblage of persons representing such a variety of life and work should meet together year after year and discuss questions in which all are interested, and about which opinions differ so widely, and yet that there should be such general harmony and so little friction. The very candor with which we have treated one another is, in my opinion, the secret of this harmony and cordiality. This is the only place that I know where all classes of teachers, from University and College Professors to the humblest public and private school-teachers, together with a large number of people from other professions, meet on common ground and cordially mingle together and learn from one another. It is the most democratic representative gathering I have ever seen.

If the limits of this address allowed it, I should be glad to suggest some changes that might be made in our management that would, in my judgment, further promote the success of the Assembly. But I see from the published programme that most of these suggestions can be very properly presented in the daily discussions, and so there is no need to present them now.

AN EXAMPLE FOR THE STATE.

There is one matter, however, to which I will call the attention of the Assembly, and I ask that it set an example to the State in this matter as it has already done in some others. It has been truly said that North Carolina erects no monuments to her distinguished dead. We have found it easy, it seems, to "let the dead past bury its dead." Certainly this has been true as to the great leaders of public education. So far as I know, there has never been erected a monument to a single North Carolinian because of his support of general education. It seems to me that this Assembly would honor itself and the educational profession of which it is the exponent, and, at the same time, would set a proper example to North Carolina, if it should take steps to have erected in some public place in the State a monument to ARCHIBALD D. MURPHEY, the great advance advocate of public education, or to CALVIN H. WILEY,

our first Superintendent of Public Instruction. We ought at some time in the future to erect a monument to both of these men, and I believe that if this Assembly will appoint a committee to collect money for such purpose, many people will be found all over the State who will willingly contribute to the fund.

And now, in conclusion, after thanking you for the honor you have done me by calling me to preside over your deliberations, and pledging my best efforts to the discharge of my duties, I wish to say one word of encouragement to those who are engaged in this great conflict between intelligence and Ignorance. We are fond of quoting, "Knowledge is power," but sometimes I fear we forget or underestimate the tremendous and perilous power of Ignorance. It is not a power to save and make alive, but it is a power to damn and destroy. Ignorance is ignorant even of its own friends. It is the blind Samson that destroys the temple—self and all. It is the wild furor of the multitude crying, "Crucify him! Crucify him! Give us Barabbas!" It is often most dangerous when combined with the highest moral virtues. When it is once started in the wrong direction, honesty and sincerity only add to its stubborn violence and its terrible destructiveness. It makes the Hindoo mother throw her innocent babe into the Ganges as the very climax of religious virtue. It has sent to the stake the best men this world ever produced, and nailed to the cross its only perfect model. It is a delirium that suspects friends and trusts enemies, that always sees danger where there is none, and never sees it where it is. It is blind as a bat, and thinks itself omniscient. If angels ever weep, it must often be over the works of highest ignorance.

THE STRUGGLE AGAINST IGNORANCE.

It is our duty and privilege, my fellow-teachers, to lead in this struggle against ignorance. Here in North Carolina, and all over the country, are drawn up in battle array the forces of intelligence and truth, and over against them the forces of ignorance and falsehood. The battle will be long, but victory is our destiny. There is an organization in this country known as the Grand Army of the Republic, but THE Grand Army of the Republic is not composed of men who fight with guns, but of men and women who fight their battles with reading-books. They do not appear in military pageant, nor do they need pensions to quicken their patriotism, but in the quiet school-rooms all over this country they wear their lives away, content if they can but win the approval of their conscience and their God; they wear no armor of steel that glitters in the sunlight, but the light of truth is in their eyes and the glow of love is in their hearts; they do not expect or desire victories through slaughter and blood and prison houses, but their triumph means life and peace and liberty, both for the conqueror and for the conquered.

I ask you, then, are not the teachers of the country "The Grand Army of the Republic?" What a grand army they are! What a noble struggle! And what a triumph it will be when we can say of our work, as the Great Teacher did of his, "It is finished!"

And we will win, because the truth always wins. Cheer up, comrades! Let us not be discouraged by slow delays or temporary defeats. "The greatest reforms of this earth come through waste and storm and doubt and suspicion. The sun itself, as it rises on each day, wastes the radiance of the moon and blots the starlight from the skies, but only to unlock the earth from the clasp of night. For behind that sun, as behind this movement, we may be sure there stands the Lord God Almighty, the Maker and Master of this universe, from whose hands the spheres rolled to their orbits, and whose voice has been the harmony of this world since the morning stars sang together."

This admirable address upon the history and work of the Assembly "was applauded to the echo," and thus every person expressed a love for the Assembly such as is rarely seen in educational gatherings. The President's address also inspired the teachers with a greater zeal for their grand organization, the benefits of which are even yet only beginning to be realized.

The President then announced that the first work of this Assembly would be the consideration of a "Four-months' Course for the Public Schools," and that Hon. S. M. FINGER, our State Superintendent of Public Instruction, would first submit a course for consideration and discussion.

When Major Finger came before the audience he prefaced his subject by a few words concerning the "Normal and Industrial Training School," which the Assembly had been working for during the past six years. The Legislature had at last voted the desired appropriation for the institution, and it had been fully organized and would be open for the reception of students within a year. The school had been located in the beautiful city of Greensboro, and drawings of the elegant buildings were exhibited on the platform. The prolonged applause of the audience showed their great interest in the "Normal and Industrial Training School for Young Women," and their endorsement of all the plans of the trustees as to location and management.

Major Finger has given the matter under discussion much careful consideration, and as he came upon the platform he displayed a chart outlining a suggested four-months' course, as follows :

COURSE OF STUDY FOR FOUR-MONTHS' PUBLIC SCHOOLS.

I. Ages, six to seven—Primer with slate ; writing on slate ; making figures and counting.

II. Ages, seven to eight—Holmes' First Reader; Harrington's Speller, first twelve pages; writing on slate; addition and subtraction of numbers to 10.

III. Ages, eight to nine—Second Reader; Speller, pages thirteen to twenty-six; addition and subtraction to 100.

IV. Ages, nine to ten—Third Reader; Speller, pages twenty-seven to fifty; figures to 1,000, and Multiplication Table.

V. Ages, ten to eleven—Fourth Reader; Speller, pages fifty-one to seventy-eight; figures to 5,000, including Long Division.

VI. Ages, eleven to twelve—History, Spencer's First Steps in North Carolina; Intermediate Arithmetic to Fractions; Geography (Elementary), to page sixty-nine; Dictionary; Speller, part second, to page twenty.

VII. Ages, twelve to thirteen—History, First Steps; Elementary Geography, completed; Speller, second part, pages twenty-one to forty inclusive; Intermediate Arithmetic completed.

VIII. Ages, thirteen to fourteen—United States History and Geography; Common School Arithmetic to page 156; Speller, pages forty-one to sixty-five, inclusive.

IX. Ages, fourteen to fifteen—United States History and Geography; Common School Arithmetic, review of fractions and to page 279; Elementary Grammar, first half; Speller, pages sixty-five to eighty-eight.

X. Ages, fifteen to sixteen—Elementary Grammar; Review and Complete Common School Arithmetic; Maury's Manual of Geography, first half; Moore's School History of North Carolina.

XI. Ages, sixteen to seventeen—Harvey's English Grammar; Steele's Physiology and Hygiene Abridged; Maury's Manual of Geography, completed; Review United States History; Higher Arithmetic.

NOTE—"Good Health for Children" taught orally, two lessons per week, to classes in Fourth Reader and all below. "Health Lessons for Beginners" in hands of all pupils above Fourth Reader; two lessons per week.

In explaining this suggested course Major Finger said our State Constitution demands this. He regretted that there were men in North Carolina who did not believe in

educating the masses of the people. But the light is dawning all over the State. He compared North Carolina with Alabama, and showed that, although we had only half the money, yet we were doing more with what money we had than our sister State; that our educational atmosphere was noticed by travellers from other States.

This course is to be continued until a child is seventeen or eighteen years old. By this means the committeemen can tell whether or not a teacher is doing his or her duty, and a task is thus placed before teacher and pupil.

He explained that there was a great gap between our public schools as they now exist and the State colleges and our Universities. This ought not to be. Our public school course ought to be high enough to admit a boy directly from the public school into the University. We are needing more perfect high schools. We ought to have several endowed high schools.

The speaker referred to the fact that our last Legislature passed an act requiring Physiology to be taught in every school hereafter. Only two books are required, "Good Health for Children," which must be used only by the teacher, and later on, "Health Lessons for Children," which is to be used by the teachers and pupils. He highly approves of teaching these subjects in our schools.

The President then announced discussion to be open to the house.

Prof. JAMES DINWIDDIE contended that to attempt to teach a child without a book was absurd; that after an experience of twenty-five years in teaching he was convinced that a child should have a book; that Colburn's Mental Arithmetic (old edition, for the revisers of the new edition have revised out all that was good in the old book) is the only book necessary for beginners. Children have a tendency to learn words without having the slightest idea as to their meaning, but by this method it will be impossible for a

child to work an example without first having gotten the idea. Give the child the idea first, then the symbol. The reason why we see so many poor mathematicians is because they were not taught properly at first. If this mental arithmetic were taught to beginners properly we would cease to hear of this person and that person being poor mathematicians, but that all our boys and girls would be good mathematicians.

Supt. J. Y. JOYNER interrupted the speaker to ask how mental and written arithmetic could be reconciled to one another?

Capt. JOHN DUCKET stated that his experience and observation had been almost to the contrary; that he preferred to teach without books up to a certain age; that pupils taught without books learned language better and learned to express themselves better than those taught with books.

Prof. D. L. ELLIS: "Nearly all pupils are deficient in addition and subtraction. This is harder to teach than anything else, and in the primary department it should be done. A pupil should learn to add up a column of figures with rapidity. Let two-thirds of the time be spent in this. Pupils thus taught have learned the multiplication table in two weeks as thoroughly as it was possible to be learned."

Mr. W. A. SMITH, of Salem, Va., wished to remind Major Finger of the omission of science work from his course of study, and gave it as his opinion that children, after reaching a certain age, should be taught science in little science primers and other helps; that the study of Nature would make the children more interested in their school work.

Mrs. F. S. BLAIR stated that the most satisfactory way of teaching arithmetic was to encourage pupils to make examples themselves and to give them to each other to be worked. She has tried this plan and recommended it.

Capt. C. F. SILER: "Having had so little experience in speaking, owing to my extreme youth, I am somewhat embarrassed. If I should blush, it is because I am in love—with the North Carolina Teachers' Assembly. I approve of using books in the school-room, but prefer to discard them in class work."

Major FINGER closed the discussion by declaring that figures should only be applied in concrete objects. The course of study is not intended to exclude a small book on arithmetic. He approved of books. This is an age of books. Science is intended to be taught in connection with elementary geography. Everybody approves of teaching mental arithmetic. The only difference is as to when it should be taught.

The SECRETARY said that he has for several years most earnestly desired to see a full course prescribed for a four-month public school. Such a plan will enable a pupil to know where to begin and what it is to do; the teachers will have some definite aim in view, and thus both will be stimulated and encouraged to better work. Besides, this plan will be the surest and quickest way of securing four-months' schools in every district in our State, such as the Constitution contemplates. Nine-tenths of the country schools of North Carolina are taught from eight to twelve weeks. During these weeks the child will complete only about half the required four-months' course. Let the teacher encourage pupils to complete the four-months' course under some person in the neighborhood, and then by the time the next school term begins the child will be ready for the second year's work. Or, this plan can be adopted: Let those interested in the school go among its friends and raise enough money to continue the school the required four months. "With all due deference to and with the greatest respect for those friends from other States, whom we rejoice to have with us in our Assembly to-day,

I am proud to be able to say that North Carolina is the first State to have a four-months' course of study for her country public schools."

The Chair then appointed the following Committee on Daily Programme: E. E. Britton, of Mt. Olive; E. P. Mangum, of Asheville; Miss Rachel Brookfield, of New Bern.

EVENING SESSION.

Rev. T. DEWITT TALMAGE, D. D., the great Brooklyn Tabernacle orator, is here. All during the day great numbers of people have been arriving at the Atlantic Hotel to hear the lecture by this famous speaker. It was soon realized that the Assembly Hall would not begin to accommodate the vast audience, therefore all the seats were moved to the great ball-room of the hotel, and in addition to these every chair in the dining-room and from the entire building was brought into service. That immense room was soon filled on the floor, and in the galleries the crowd gathered in far larger numbers than had ever before been seen at Morehead City. The audience was variously estimated from 2,000 to 2,500 persons.

Dr. Talmage arrived on a special train at 7:30 and immediately took supper. To one familiar with his face, expecting to see the side whiskers with which he has heretofore been adorned, the absence of these hirsute appendages causes surprise. He is a tall, well built man, not as thin as he is pictured.

Owing to a delay to a train of excursionists *en route* for Morehead City, expressly to hear America's greatest pulpit orator, the lecture was not begun until 10 o'clock. It was finished at 11:20 o'clock.

The lecture was reported for the Secretary by Mr. E. E. Britton, of Mt. Olive, assisted by Miss Mabel Chadwick, of Beaufort, the accomplished and charming daughter of

Mr. W. S. Chadwick, President of the Atlantic & North Carolina Railroad. Miss Chadwick was a pupil last year in the Greensboro Female College, taking stenography for only ten months, and the assistance she gave in reporting Dr. Talmage's address is proof both of the excellence of the college she attends, and of her aptitude in the study of stenography.

After being introduced by President McIver, and received with great applause, Dr. Talmage spoke, in substance, as follows :

Ladies and Gentlemen of North Carolina Teachers' Assembly :

If we leave to the evolutionist to guess where we came from, and the theologian where we are going to, we still have the startling fact that WE ARE HERE !

Of all the years this is the best year; of all the months this is the best month; of all the weeks this is the best week; of all the days this is the best day; of all the nights this is the best night. I by nature and by grace am an optimist. The world began in a garden and will close in a garden. I invite you to come to see me, everyone; come to New York, to Brooklyn, to my home, but don't all come at once.

There are three classes of persons that I like very much, men, women and children. I like them in large numbers, and I like to find them profitably employed. I believe I am to speak to you about "Big Blunders."

An ordinary blunder will not attract my attention. It must be a blunder broad at the girth. The first blunder was born in Paradise, and since then there have been blunders of all sorts, literary, scientific, agricultural, political, etc.

My former idea of a lecture was that it was to be something profound, dreadfully profound; but I have stopped delivering those kinds of lectures, for my audience did not know what I was talking about, and I did not know myself, so I gave it up.

Cheerful lectures are wanted. Some one is wanted to put his shoulder under our burdens, and we are needed to put our shoulders under others burdens.

My religion is different from that of some people—it is all sunshine. The difference between heaven and earth is that the earth is sometimes clouded, heaven never.

I have seen a man with an elongated face, supposed to be deeply pious and consecrated, but such a person never impresses me at all.

I once knew a minister who never laughed; no, he had not smiled in ten years. He borrowed twenty-five dollars from me, and for fear of

wounding my feelings never mentioned it. The more religion one has the happier he should be.

Life is a pilgrimage, an old-fashioned pilgrimage.

There was a religious meeting once at which a pompous old brother arose and said: "I am on the 'Old Ship of Zion,' and am sailing heavenward at the rate of seventeen knots an hour, and hope soon to be up the Harbor of the Blessed," and he sat down. Another pompous brother arose and said: "I, too, am on the 'Old Ship of Zion,' and am sailing heavenward at forty knots an hour, and soon I, too, shall sail up the Harbor of the Blessed," and he sat down. And still another arose with more pomposity and said: "I, likewise, am on the 'Old Ship of Zion,' but she is a steamship of four hundred horse-power, and soon, ah, soon, I, too, shall sail up the Harbor of the Blessed," and he sat down. Then arose an old-fashioned Christian woman, who said: "I have been striving for heaven for seventy years, and it seems as if I would go afoot into the Land of the Blessed." Look out; if you go by steam, and too much, you burst your boilers! Go afoot, then; it's plain, practical advice. Don't hurry, don't rush!

I am glad you know my subject to-night, it's an advantage to you and to me.

Once I was to lecture in a Northern city. As I was on my way to the hall I saw a notice of my lecture on a bill-board, but there were other posters, and some of these posters had been pasted over my announcement, and it read:

Rev. T. DeWitt Talmage
To-morrow Night
Will Hold
The Fifth Annual Fireman's Ball;
Will Fight
One Hundred Consecutive Rounds
With
The Champion Pugilist;
Will Race
His Sorrel Horse for Five Hundred Dollars.

And that was too much work for one man. But Blunders!

BLUNDER NUMBER ONE.

Multiplicity of occupations. I had a friend who was a poet, painter, a speaker, a farmer, and he did everything well, but he was an exception. We can't all be exceptions. Here are two things to put in your note-book: First, find a sphere; second, keep it.

Let the brick-layer stick to his trowel, the carpenter to his plane, the lawyer to his brief and the minister to his pulpit (except when he lectures). Don't have a variety of occupations. The lawyer for law, the merchant for goods, and Punch for joking.

Sometimes a man is prepared by sheer trouble, and graduates in the University of Hard Knocks. They tell me that in old times the poet gathered inspiration by sleeping on Mount Parnassus.. This is absurd. Not the man on the mountain, but the mountain on the man, and in the effort to throw it off he develops, he expands.

When thirty-five or forty years have been reached, an occupation, a life-work should have been decided on, and success will surely come if it is thoroughly followed. Brandreth made it at pills, Adams at express, Van Ness at harness. Why, some men make success by humbug when they stick to it. The contractor does shoddy work, the grocer puts sand in sugar and chicory in coffee, and we get lard in butter. Costly buildings have been put up out of eggs.

Mr. Loomdriver had a factory where he made carpets, but he wanted to make shawls. So he made carpets and he made shawls. The shawls ate up the carpets and the carpets ate up the shawls, and then they both turned to and ate up Mr. Loomdriver.

Mr. Blackstone-Law-Practice had a big practice. He was a lion at the bar. All the young men wore collars like him and trimmed their hair like his. He went into politics. He was in the caucus. He went up and he went down. He needed three votes, and three votes was as near as he came to success. He was in the party at Chicago and stood on the platform, but a plank fell out and he slipped through. He was at St. Louis, but the plank fell out and he fell through. He straddled both platforms and fell between. He came back to his law office all covered with mire, and the dusty briefs rustled with gladness.

Coke and Littleton came forth from the shelves and chanted to him: "Welcome, welcome, Jack-of-All-Trades, master of none."

Dr. Bone Setter was a welcome visitor at all homes. The people knew him and his gig. When he entered the drugstore the pills rattled and the quinine quaked. The soda fountain said "f-i-z-z," as if to inquire, "Vanilla or lemon?" He was devout, so he mounted the pulpit, and the pulpit mounted him, and then they both mounted each other. His sermons were as dry as dust, and some slept, while others calculated their business accounts in the back of the hymn book. These people with a multiplicity of occupations met on the corner one day; they were low spirited, but they sang, and the chorus was, "Jack-of-All-Trades, master of none."

From out of New England came one who wanted to be President of the United States, and a neighbor was asked what kind of a President he would make. The answer was that he was a good man in his little town, but would be mighty thin if he was spread out over the United States.

You may be good in one thing, but when you spread out you fail. Concentrate, young man, concentrate; one great idea is better than five hundred little ones. There is success for the merchant in his store.

The lawyer knows not the height and depth of his work. The physician may amount to but little out of his profession.

Every man should fit his occupation; not as a tune and meter which I once heard. The line ended in "Jacob," and how to fit the tune and meter was the conundrum, so the choir made the last line, "J-a-a-fol-de-roll-de-riddle-cob."

Don't fit your occupation as this tune fitted the meter.

Life will be a dead failure unless you have a call for your work from the throne of God. The minister must have it; all should.

Every man should do one thing well—spiritually, mentally, physically. If you have something to do, do it. God sends no man on a fool's errand. From God comes favorable circumstances, and they come in regiments and brigades. Ride up the line! Give the command, forward, march!

When we go as God wills us, no power on earth or in hell can stop us. I care not for education nor for mental calibre, only put forth all your work in one direction, and you will be a tremendous man; look out for him.

BLUNDER NEXT.

Look out for bad humor. We have the best country in the world, and I have 850,000 new reasons for it—850,000 people in one year braved the Atlantic Ocean to come and live here. If it was not so 850,000 would have gone from here to the other side. It is here more attractive, hence they come to us. And one day this entire continent will be under one government. The differences between us and Canada will be amicably settled, and the day will come when the United States Government will ask the hand of Canada in marriage. And beautiful and hospitable Canada will falter and blush and look down, and think of one across the sea to whom she owes her allegiance and will say, "Ask mother." All the continent under one government—the finest land in the world—the best climate! Without Russia's cold, or Scotland's mist, or Asia's cholera; with wood and coal, with beach and mountain; with Georgia and Carolina to clothe us in cotton; with Michigan to feed us on wheat; with Jersey and her pumpkin pies; with Louisiana and her sugar to sweeten our liquids; with Boston and her poets and philosophers to tell us what we ought to do; with oleomargarine to throw to hogs; with the North for those with weak nerves; with the South for those with delicate throats; with the West for those who are crowded—why, why should we lose temper? Let us preach sermons and weave carpets in peace.

Growl, Spitfire & Bros. quarrel with the draymen, grumble at their clerks, dun their patrons; the beggars shrink from them; children pass quickly by, and even the dog runs. They are acrid, waspish, explosive, saturnine. Soon defalcation is charged to their account, and up they go.

Merryman & Warmgrasp, two lads, start out from home with their all in a pack—two pair of socks, a jack-knife, two collars, a paper of pins, and some ginger-bread which was given them by dear old mother, who said to them, "Be good boys and mind the boss."

Higher and higher they rise after securing a place. A store of their own is soon seen. They are obliging men with whom the people from the country can leave their carpet-bags, and when they get their carpet-bags again they buy goods. When they hold up goods to measure off the yard, the sunshine in their faces makes calico shine like satin, and the earthen pitcher in their hands becomes like porcelain.

It's not capital on which they succeed; it's good humor. And so Merryman & Warmgrasp succeed. They have nice homes and pretty wives, and Shuttleford sounds their praises.

Two men start in life, one without equipoise, another with good humor, and the man who controls his temper will come out ahead.

If everything does not always go exactly right, keep in mind as your motto the 14th verse, 13th chapter of Nicodemus: "Grin and bear it."

BLUNDER NEXT.

Discouragement under bad treatment: When a man is down, everyone wants to give him another kick. Oh, the depravity of gossip! Women are not alone responsible for this. The bank directors and the board of trade indulge in it. And the crowd of men in the grocery store, sitting by the ruddy fire while the wind whistles without, are at it. They have their post-mortem over a dead character, each man with a quill of slander. And thus it goes tittle-tattle, tittle-tattle. Each one has tongs to stir the fire of slander and envy, and the head falls from the shoulders as the guillotine drops—chop, chop, chop. The crows fatten on the carcass of the remains of a once honored man.

Mr. Well-to-Do is a little embarrassed in business, and gossip gets hold of it. One says he is in the hands of the note-shavers, and is hard up; another exclaims, "Why that explains a protested draft on his desk!" Another yet says: "He lives beyond his means; he dresses his family too well; he sends his children to school." They know too much for his good, and soon the man to whom Mr. Well-to-Do is indebted is after his money; soon the bank is informed of his borrowing.

Mr. Well-to-Do in his office soliloquizes: "I see my way clear. In six months I can meet every obligation, and no man will lose a cent."

Rap, rap, rap! The door is opened, and the messenger says: "The banker must have his money."

Rap, rap, rap! The door is opened, and the man who holds his note demands his money.

Go home! Go home, Mr. Well-to-Do! Close up your office; sell your house; bring back your children from school. What's the matter?

Nothing, except that Christian gentlemen have been looking after his affairs.

Earthquakes may rock and tear the bowels from the earth; tornadoes may twist and shriek and devastate, with its dead hiss may wind itself around you, and it raises a pandemonium far greater. Bad treatment! Bad treatment!

I know not how it may be here, but in our Northern cities hundreds and thousands of young men are going down! down! down! There are wrong ethics in the stores. The young lad comes from his country home with honest heart and ruddy cheek. He goes to work, and when he deals with customers he commends goods as they are. But in a year, perhaps less time, he tells the purchaser that the cloth that is being examined is the best in town, while there is better on the next shelf. He says it's imported, because it bears a French label. Watch out! In three or four years he is sent to show strangers the sights—the lions and the elephants of the city. Down! down! lower still! One day he enters the store in dilapidated apparel, and with dilapidated morals. His employer says to him, "You won't do here. What do I owe you!"

"Fifty cents."

"Here's your money. Get out! Get out!"

Lustre of the eye gone; color all gone; honor gone; soul damned; kicked out—the history of hundreds and thousands as the years roll by.

Another lad in the city of Boston: Customer enters store and asks for Middlesex cloth. He replies, "I have not got it, but here is some just as good." Customer leaves. Head man asks what's the matter, and says, "Why didn't you say it was Middlesex?" The young man says, "Because it wasn't." "Get out!" says the boss. "You are too honest."

He goes West, and the same honesty brings him wealth, and in ten years he is worth ten times as much as his Boston employer.

It is safe to be right, and never safe to be wrong. The day will come when the depths of the earth cannot hide dishonest money; when in the presence of the Universe all will be known. Stay hidden? No! Rock nor sea, nor boulders will hide dishonesty. The rocks will heave and toss, and the earth will heave forth the dishonest ones to the resurrection of damnation. You can't hide it.

BLUNDER NEXT.

Excessive amusement. Some people can't live without it. Amusement to some is necessary. No blossoms on the tree, no apples in the fall.

Good ball, clear sky, ground dry and firm. Away to the ball-ground! Toss the ball! Too high, again! Too low! There it comes, hit it! Hit

hard! Away you go! First base! On the second! Run, run; you can make it! Huzza! you are safe around the bases! All honor to the man that invented base-ball.

Home by the fireside. Open the checker-board. Look out father, or your boy will beat you. There! he jumps you. Two men gone. A king for Bob. Two men left; careful now, careful. Cornered sure as fate, and Bob looks up with a quizzical glance, as much as to say: "Pa, why don't you move?"

Call up the dogs. Hi, here, Tray, Blanche, Sweetheart. Down! keep your muddy paws off. Get the guns, boys. Ah! there's a rabbit. Aim! Bang! Missed him! There he goes! Bang! Bang!! Bang!!! Bring him in.

Bays up at the door. Buckle on the straps. Open the gate. Away we go. Rattle, clattle. Good road, now. Whip in hand. "G'lang!" Clatter, clatter.

Fishing-rod out; now for sport. Get out the bait. Haul in the catfish and flounder. Amusement! Why its life to me, and I never see a horse go by but what I hope there may not a shoe be cast or a trace break, nor—a tavern be stopped at.

Next to having a good time myself, I like to see others have it. "All work and no play makes Jack a dull boy." It's as true as preaching, and more so than a great deal of preaching now-a-days. Better wear out than rust out. Recreation is re-creation.

But not too much devotion to amusement. Don't have too much of the fox chase, the fast horse. Don't smoke money away in fine Havanas. Battles are not won with the sporting gun nor the fishing tackle. Put it down as a principle that amusements which do not interfere with home are all right, and the opposite is all wrong. Look out!

What will not a good home do? See the twain made at the altar. "Till death do us part." See the husband staggering homeward to meet the wife whom he promised to love and honor and keep, waiting for him with shadows of past wrongs yet to come on her brow. See! she takes the road to the place of his ruin. Look! the wind blows aside her tattered shawl, and wan and poor arms are laid bare. There at the tavern door she raises her voice: "Give him back to me! Give him back to me! Him of the manly form and noble brow!" A bloated face peers out at the door, and an intoxicated brute shouts: "Put her out!"

Midnight! The wife, alone, gazing upon the surface of the river and seeking a place of rest in its waters for her bruised and broken heart!

Woe to the man who despoils homes! Better he had never been born. I offer home as a preventive, as an inspiration, as a restraint. Home! What untold melody it brings—the laughter of children, the voices of undying affection! Home! Ripple of meadow brooks, lowing of cattle, the hiss of the scythe in the thick grass, the creaking hay-rack. Home! Upon that word the sunshine of boyhood and the reflection of ten

thousand fond memories dwell. Home! When I see the word in a book or newspaper it rises, sparkles, thrills, whispers, chants, prays, weeps. Bright as a shield, sweet as a song, glistening as a star, leaping like a flame, glowing like the sunset, singing like an angel! Home!

Let some lexicographer cast it forth and let it be hid. Children would weave garlands over it. Kings would hide it under their crowns. Herod might pursue from Bethlehem to Egypt, yet it would flash from gems, breathe from flowers, toss from coronet, and the world would read it bright. Home! Home!! Home!!!

BLUNDER NEXT.

Formation of wrong kind of domestic relations. This is true for both men and women. A noble woman tied to a besotted husband. Female excellence crushed by a stingy, miserly man. Yet would I again say, adopt as your motto the fourteenth verse of the thirteenth chapter of Nicodemus: "Grin and bear it."

The husband should receive aid from the wife. Business goes wrong. Cheated, defrauded, he comes to his home needing cheerful sympathy. Give him this, wives, and he will have confidence to look every bank official in the face.

In the panic of 1857 many a man was saved by the true wife willing to give up all to go to a little home in a back street and there sing the "Song of the Shirt." Fortunes credited to men's labors are often the work of wives' hearts.

Mrs Burgum had a husband who was a lazy genius. His studio was over her room. With a stick she would thump, and he would answer, thump, thump, to show that he was still at work.

An afflicted parson it was who had three wives: one very rich, one very handsome, one very passionate; and he described them by saying that he had possessed the world, the flesh and the devil.

A good man may be known by his estimate of women. If it is a low estimate he is a bad man, and there is no exception. There is no need for men to make a bad choice, when there are so many good and beautiful women to choose from.

A city missionary found a poor wife and child in a garret. The husband, a young man, entered. He was asked if he had not made a mistake in marrying. He looked at his pale wife, and, with tears in his eyes, said: "No, sir; she has been the same to me all through." What a scene of domestic felicity when the tired husband returns home to have his wife greet him with a table of burnt biscuits and children to be whipped!

I knew a home with thirty rooms, and it was a vestibule to hell. I knew a home of three rooms and it was a vestibule to heaven.

Alexander the Great boasted of a garment made by his mother's fingers. My idea of a true woman is one who can manage kitchen as well as parlor, if necessity demands, for the wheel of fortune turns the wrong way at times. Education never makes women unpractical or

impractical; they always know the difference between a washtub and a filter; they never sew on a licorice drop for a black button.

Partners for life! And when the aged parent needs the aid of her son's arm let her have it, for the Lord will care for that son who cares for his mother. Soon she will be gone. Her soul will glide out gently. Fold her hands—write over the heart which loved you far better than you guessed: "She is weary, let her rest."

BLUNDER NEXT.

Want of enterprise and enthusiasm: Be not over-cautious, nor yet too reckless. Phrenology and mesmerism; one tells by bumps on head where bumps on stage give true reasons. Mesmerism places a patient so that he can tell his doctors whether he has a sick liver or sick heart. Both absurd. World is advancing; church music is advancing. Now they sing fugues where good old tunes used to do. Wrong progress. Faster travel; the stage coach gives way to the express car. Faster yet. Fire once put out by buckets of water, now by steam.

Fire! Fire!! Fire!!! Engines rush out; ladders thrown up—pull, pull—down, down come the walls.

But now make up your mind what you want to do, and do it. Never so good a time as now. Open the map of the world; shut your eyes; drop the finger, Spain; what is that above the Pyrenees? Morning cometh. Close the eyes again; drop the finger, Italy. Truth lights up the Alps. Morning cometh. Close the eyes; drop the finger, India. The power of Juggernaut is broken beyond the Himalayas. Morning cometh. The tide rises, even though the waves recoil. 'Tis but a recoil, and each time they come higher, till the full tide is reached.

So with civilization and Christianity: advance and recoil, but still the advance exceeds the recoil, and full tide will come, and the earth will be full of the knowledge of God as the waters fill the sea.

Young people, good cheer! Reach forth a hand and help. You know how the engineer whose train crossed the vast prairie grew to love the little girl who waved at him day after day. One night the train was late. The headlight shone out over the track and on it stood the child. The engineer reversed his engine, jumped to the cow-catcher, and just in time lifted the little one from under the wheels. He fell back weak and faint, but the child was saved. It was a great thing. But there are just as great things for you. Go out, though disaster and misfortune may have been your lot, and save some man, some woman, some child.

"Courage, brother, do not stumble,
Though thy path be dark as night;
Cease from man and look above thee,
Trust in God and do the right."

What a wonderful hold this remarkable man has upon his audience! At times the eyes are filled with tears; next the hall echoes with the rounds of laughter; then the roof fairly jingles above the mighty bursts of applause. We are in turn swayed by the speaker's intense earnestness, thrilled by his enthusiasm, charmed by his eloquence, dazed by his brilliancy, fascinated by his wit, impressed by his wisdom and inspired by his counsel.

The Executive Committee contracted to pay \$500 for the lecture, and it was decided better to make a slight charge for admission in order to raise the larger portion of this amount so that the Assembly fund should not be so heavily drawn upon. This plan also prevented overcrowding. The price was at first fixed at \$1 for all persons not members of the Assembly, and fifty cents for all who held certificates of membership. The Assembly had no desire to make any money by the lecture, therefore as the prospective crowd increased the admission price was decreased, being finally fixed at twenty-five cents for all ladies. After the audience was seated a number of collectors waited upon the people for the admission fees. The collection was not made with special care, but it yielded \$435.80, which was the total amount received from the lecture.

The Assembly is glad that it could give its members the rare opportunity of seeing and hearing the world-renowned Dr. T. DeWitt Talmage, as very few of our teachers will ever again have the privilege of hearing him, either in the South or in his Tabernacle at Brooklyn.

The same train which to-night brought Dr. Talmage, also brought, as our honored and distinguished guest, the most learned and prominent educator in America—Hon. WILLIAM T. HARRIS, the United States Commissioner of Education, Washington, D. C. He will address the Assembly on to-morrow evening. The teachers rejoice greatly in being honored by a visit of so eminent

an educator, this being the first time that a United States Commissioner has ever visited a teachers' meeting in North Carolina.

THIRD DAY—MORNING SESSION.

FRIDAY, June 19, 1891.

The attendance is rapidly increasing and the weather is by far the finest that the Assembly has ever enjoyed at the seaside. There are now entertained in the Atlantic Hotel over sixteen hundred guests who are attending the Assembly, and they are entertained well, too. The immense dining-room seats three hundred and twenty persons, and the Assembly fills the dining-room five times at each meal, the band discoursing sweetest of music for those who wait for seats.

There is no finer looking body of men and women on earth than the North Carolina Teachers' Assembly, and it is the constant remark that never before have so many beautiful young girls been seen in this or any other assemblage. It is gratifying to know that a large majority of these lovely and happy young women are teachers in our schools, many of them coming from the log school-houses of the country, and some from among the most remote portions of our mountain section. They are gathered here in large numbers for the needed rest and recreation, and for the encouragement and inspiration which come from professional contact and pleasant, informal, social intercourse; and they are not disappointed in their visit, for each day is a constant round of enjoyment and happiness, enhanced by the continual forming of new and delightful acquaintances and friendships.

At 9:30 o'clock each morning, Mr. CHARLES S. MANGUM, teacher of Physical Culture at the University, gives

instruction to the Assembly in this most important and healthful exercise. Alternate morning lessons are given to the men and women, and this admirable course of instruction is developing a wonderful interest in the subject of physical culture in the school-room. Mr. Mangum is thorough master of his profession, without a superior in the State, and his work is greatly appreciated by his class.

The teachers were promptly in their places at 10:30 this morning and joined heartily in singing, "How Gentle God's Commands." The piano was in charge of Miss Lillian Homesley, whose trained and skilled fingers evoked notes of sweetest melody, and whose service in this department the Assembly has been fortunate in securing. The devotional exercises were conducted by the Rev. Dr. Crawford, Chaplain of Trinity College, who read from John 15, "I am the True vine," and asked Divine guidance in the deliberations.

President McIver then took up the order of business. Mr. E. E. Britton, Chairman Daily Programme Committee, submitted a report for the day's exercises, stating that it was "Classical Day," and that the Classical Association would take charge.

The chair was then surrendered to Prof. E. Alexander, President of the Classical Association, who introduced Supt. ALEX. GRAHAM, of Charlotte. Mr. Graham's topic was, "How to Make the Study of the Classics Popular." Mr. Graham, while decrying his abilities as a speaker, made an address of great force and value. He told of the inception of the Fayetteville Graded School, and gave to the negro graded school of that city the credit of having been the cause of the white graded school. The negro boys had learned to write good round hands, while many white boys, without the aid of the school, could only make their cross marks. This had been brought forth in a court trial one Monday in Fayetteville. As a result the

sturdy Scotchmen of that place established a graded school where all branches were taught—even to Geometry, Latin and Greek. The movement spread, and Goldsboro, Wilson, Durham, Winston, Charlotte, and Asheville soon had schools of like character. He emphasized the necessity for the teacher to be thoroughly informed himself about the classics, to know how to popularize them. He compared the people of this State to a rattlesnake in a hole sticking up his head, and said that they had to be walked around; they had the hole. These hard-headed North Carolinians need treatment that will make them see the value of these studies. Keep up the movement to make the classics popular until there is free tuition from primary schools to University. Erect a monument of bronze to Chas. D. McIver for his successful campaign for the establishment of the Woman's Training School.

Mr. W. Catlett, of Wilmington, next read a paper on "Methods of teaching Latin in Preparatory Schools." Mr. Catlett treated his subject in an admirable manner, as follows:

METHODS OF TEACHING LATIN IN THE PREPARATORY SCHOOLS.

Fellow-Teachers and Friends of Education:

In spite of the tendency of the so-called practical age to relegate Latin to the specialist; in spite of the disposition on the part of the man of meagre education to class it with the useless or ornamental, or, indeed, the occult sciences, the subject remains in the curriculum of every well-equipped institution, and no school of general learning can be successfully conducted without affording advantages for its study.

Such being the case, it seems a very necessary subject for discussion in our profession as to what are the best means or methods of teaching it so that our pupils may derive the greatest benefit from a given amount of time and labor spent upon it. For by so doing we can satisfy the practical (?) man who must see at every step that he is getting a *quid pro quo* for his investment, and, above all, we are cultivating the mind by the many elevating influences which a study of the speech of the old masters of thought and action affords. We are also defending this study from the aspersions cast upon it by the ignorant and eccentric.

Before going into an examination of the different methods, practiced and preached, of studying Latin, we must first ask what is the aim of a course of study of Latin, especially in the preparatory schools, for it is to this sphere that I shall confine myself.

You will agree, I presume, that the following end must be attained: The student shall be able to read at sight, or certainly with a little care, any Latin usually met with in the course; he shall have a good knowledge of Latin Syntax or grammatical construction; that he shall also be able to construct into classical Latin good English, making due allowance for the demand for new words, which progressive thought and growth of language require; and last, though not least, for us poor drudges in the preparatory schools, the pupil shall be able to stand an entrance examination, should he desire to finish his course of study at college, which examination many pupils think is the goal of study while in the preparatory school. In order to accomplish this, the pupil must, therefore, be required to read systematically a graded course of Latin authors. He must be required to have thoroughly at his command the accidents and rules of grammar, and he must be drilled in Latin prose composition.

If this is agreed upon as what is required of us, we can now proceed to discuss the methods which have been used by the earliest teachers, those which are now used, and those which are likely to be used. And here we meet again that vague unrest so characteristic of the developer of the pedagogics of the day. Here we are in such danger of being overwhelmed with the avalanche of induction, deduction, and, I fear, sometimes charlatanry, that there is no wonder the struggling teachers and pupils emerge from their labors with "small Latin and less Greek." Like the teacher of primary schools, we have, so to speak, our alphabet cranks, our word system enthusiasts, each preaching his pet system and neither teaching what he preaches.

There are three methods of teaching Latin recognized among the best teachers, viz.: the inductive, the deductive, and the one happily combining these two, which may be called the eclectic.

Among the early eminent teachers of the languages, such as Sturm, Comenius and Roger Asham, and with such writers on education as Milton and Locke, the inductive method is generally recommended. That is, the pupil is supposed to acquire his knowledge of the language by an early contact with it. Word by word, sentence by sentence, is to be pored over until a vocabulary is obtained, and the construction of the language is learned. By this means it is claimed that the drudgery of grammar is avoided. The pupil learns the rule for the construction only when he meets with the construction, and the illustration is afforded also.

With this method the pupil, often knowing little, if anything, of English grammar, is ushered into strange surroundings. He has

learned to speak English by the *natural* method, they say ; he must also learn to read Latin so.

There looms before him the array of strange words; nothing is familiar to him; no friendly *vade mecum* can direct him. The living teacher, if he is not too lazy to be truthfully called living, is his help when by, but the tender urchin when alone has little footing to stand upon. The endings of the words are no familiar ticket, speaking their meaning or relation, as when he has been drilled beforehand. The raw recruit has a gun thrust into his hand and he is ordered to fight. His old match-lock fizzes and the poor recruit flees, frightened away, never, sometimes, to recover courage enough to try again.

With this method some very respectable teachers recommend a free use of a translation, or an interlinear edition. If I am not much mistaken, Milton, among the earliest writers advised this. Among our modern educators, Dr. Sauveur practices the committing to memory of many chapters of the first book of Cæsar.

This method, like many others, may, in the hands of a skilled teacher, be attended with good results, or, as Milton says, "I believe that this is not a bow for every man to shoot who counts himself a teacher, but will require sinews almost equal to those which Homer gave Ulysses."

If not skillfully and faithfully done, the effect will be something similar to the attempt in the public schools of the North some years ago to reform the teaching of spelling. They declared, in effect, that no one had prepared a suitable speller, so they resorted to the remarkable anomaly of making every teacher, whether novice or veteran, a compiler of a speller. No one had written a good speller, yet every teacher must every day prepare a systematic lesson in spelling! This was teaching spelling without the drudgery of a spelling book; the pupil was learning to spell by coming in contact with the language and learning the word with its meaning and use. A beautifully correct theory; in fact, the only true way to teach spelling. But they misapplied the theory. The spelling books were useless, such as they had, but this did not prove that spelling books were useless because those already made were unfit for the new theory. You know the result of the experiment at the North. The spelling book was made over and brought back into the schools.

And so, I believe, you will find it to be the case with those who decry grammar, bemoan the drudgery of grammar, and avoid this by banishing it from the schools. The majority of the preparatory grammars once contained so much "stuff" that there is no wonder a living, active teacher wished to abandon them and feed his pupils with more digestible *pabulum*.

Going from this extreme came the other extreme which is the deductive method. Pupils were supposed to be made ready for examinations

to the higher institutions of learning in which rule after rule had to be conned, and exceptions recited from finger-ends properly numbered. *Amo amas's* haunted every little wretched tyro's dreams; *mensa mensae's* spread their ponderous leaves upon his nightmared stomach racked with boarding-school pie; and Latin pronouns were fairly *hic-cupped* from his wearied chest.

There is no wonder "small Latin" was the barren harvest* reaped in disgust. After this weary wrestling for a year, perhaps, with etymology and syntax (or as some stupid bore once wisely called it "swinetax"), the thoroughly *unprepared* wretch was hurled into Cæsar, or some stepping-stone to it. Not a single rule, though he had learned many with labor, seemed to be of any use to him now. He found the meaning of a few words in the sentence and guessed a meaning of the whole for a translation. He neither questioned nor tried to prove by the searching test of syntactical law whether his rendering was true to the language. He saw none of the beauties of the Latin language, nor charms of Cæsar's diction. He could conjugate verbs and recite rules, but could apply none. He had never turned enough English into Latin to compare the two languages in their rich idioms and many phases of expression. He had thus learned neither the science of language nor how to construe Latin into English. This is the method of the grammar crank. With a weary year lost in going over a dry grammar, is it not to be wondered that many a pupil surreptitiously introduced a translation and came before his instructor uttering language as foreign to his vocabulary as it was full forceful from the scholarly translator. Only a few months ago I heard an old gentleman say that when he went to college he could repeat rule after rule and give the page of many which he had "crammed" for his entrance examination; but he said he knew monstrous little Latin.

I have known a twelve-year-old boy to have a Gildersleeve's Complete Grammar given him, when he could no more understand Gildersleeve's beautifully scientific and expressive rules than he could the vain hieroglyphics which the words in his Cæsar made for him, and he was then required to memorize some, to him, useless law of Horatian syntax.

Thus we find that this excessive shaking of the dry bones of grammar in the pupil's face frightened him from the delightful fields of Latin, and disgusted and discouraged the weary teachers who saw how the unnatural process worked. And, like many other good men, they rushed from Scylla to be overwhelmed by Charybdis.

I look upon a large portion of the attempts, however, of modern teachers at abandoning systematic grammar as being the result of a certain unrest which characterizes many who are given to pulling down every system, no matter what it be, or who are trying every effort to make themselves conspicuous.

A third method, which is used mostly by good teachers, is that happy medium between those described. Just as soon as the pupil can acquire a few words from a systematized introductory grammar he is required to render Latin into English and English into Latin. This is continued until a sufficient acquaintance with Latin is acquired to enable the pupil to begin the translation of *Cæsar*. I have found Latin Readers to be a waste of time, as they are generally extracts from *Cæsar* or *Cicero*, and we might just as well be on our way with our regular amount to be read before entering college. During this time there must be ceaseless work in grammar and Latin composition. And here I wish to express the thanks which we preparatory teachers owe to Mr. Wm. J. Bingham for his excellent Latin Grammar. Indeed, up to the time of Prof. Gildersleeve's incomparable little Primer, we had nothing for systematic work for beginners equal to Bingham's Latin Grammar.

In connection with rendering the context of *Cæsar* and *Virgil*, I have found it a most improving exercise to have extracts taken from *Cæsar*, or *Cicero*, or *Cornelius Nepos* and given to the pupil to turn back into Latin. This will give a correct style and excite interest, which short sentences and the monotonous "It is the duty of good citizens to obey the laws," and "The army was on the point of being destroyed," will not give.

Of course the teacher with this method uses every opportunity to point a construction and illustrate a principle. He is combining the good features of the first and second methods of which I have spoken, for they are not without good features, and the trouble lies only in narrowing the field of work and excluding essential principles of a successful teaching of Latin.

In connection with this method I must again call your attention to a fact which you have, perhaps, all, more or less, noticed. In the multiplicity of grammars for beginners, exercise books, and newly edited texts, everything is gotten up in the most elaborate style. Every branch of science is made to subserve the compiler. Illustrations, gems of art appear, maps as much in detail as can be possible, notes on the difficult passages innumerable, vocabularies constructed on the most scientific principles of Etymology and Philology, nearly everything arranged for the teacher and pupil. I look at them sometimes and exclaim, "Glorious days for the drone and dunderhead! There are to be no more tears of sorrowful Latin; a means has at last been invented to do away with the drudgery of teaching Latin. There are to be no more imperfect Latin scholars. Now we shall have in our pupils the elegance of *Cicero*, with the exquisite grace of *Cæsar*." But, alas! I find "There is no royal road to learning." And after we have used these labor-saving devices, I fear sometimes they may prove, like the buggy-plow to our toiling sons of the soil, or the compound double cylinder churn to our thrifty old housewife, too nice to use.

However, I do not wish to be understood as finding fault with them. Most of them possess a remarkable quantity of excellent suggestion and help. But as I sit admiring some of these beautiful editions, I cannot help thinking our boys have so many, many advantages over those of the past; and my memory wanders back some twenty-five years when I sat with my old dog-eared Cæsar before me on the desk and a great lexicon by it. I had no notes except a few in Latin, no prepared vocabulary with only Cæsar's use of the word given me, no expressive illustration whereby I might get an exact idea of what a *pilum* was, or a *scutum*, or the towering *agger*, and the compact *testudo*. "By the sweat of thy brow," I delved; and Oh! the Homeric simplicity of the English I got out of that Cæsar, combined with an obscurity Browning in his sublimest moments could never equal in burying out of sight all ideas! Idioms flew like missiles around my entangled phrases knocking out every sign of order; passages beset me until I believed I was caught in the riddle of the Sphinx, and by the time I had made Cæsar's army "take back the foot (*pedem referre*)," and the enemy "betake themselves (*se recipere*)," I could but hold up my paper and say, "If this thing that I have here is a reasonable version of what Cæsar meant to say, then I can see no sense in my laboring thus over it!"

But, upon reflection, I do not see that our boys make better scholars than those toilers of earlier days. I doubt if many know more intimately the barbaric Helvetii and the Belagæ, "harvest of them all." There is a danger of making too delicate constitutions by this prepared food. We must be careful that we are not carried away too much by the extreme of theory. Never has the teacher been called upon more than now to watch the methods which are offered him. There is no department of thought and action that is not being stirred up; all the old corners and hidden rubbish-heaps are being examined. Ever and anon the cry "Eureka!" is heard, and when we scrutinize our new friend we find either our old companion or a resurrected mummy.

But a few years ago the colleges were raving over the Continental, or phonetic, pronunciation of Latin. We had to unlearn what we were raised on. A most outlandish concatenation of gutturals fell upon our good old English-accustomed ear, and we had to gah, hah, and kah until some of our older graduates were totally ignorant of their familiar Cæsar and Cicero in their translation to *Kaiser* and *Kikero*. Now there is a restless tendency to return, with an agnostic disposition to proclaim that there is no true pronunciation of Latin worth speaking of.

But I am going beyond the limits of my subject. I hope, my fellow-teachers, I have been able to suggest some of the necessities for care in adopting every method which is asking for recognition on the market. My aim has been to show that there are three recognized methods of teaching Latin: the inductive, the deductive and the eclectic, and that the last is the one most likely to be successful with the majority of teachers.

Supt. B. C. McIver, of Fayetteville, next read a well-prepared paper on "Preparatory Latin—Leading Facts and Principles to be Emphasized."

"At the age of twelve years the pupil reaches the second stage of school curriculum, is supposed to have finished his three R's, and henceforth the development of his reflective faculties, and acquisition of habits of industry and hard work is to be the main object kept in view.

"My first proposition is that every child who studies Latin at all should study it four years, and end with Cicero or an equivalent author.

"In the second place, graduated exercises in what may be called manufactured Latin should continue until the child understands the uses illustrated, and as much longer as the interest can be sustained.

"In the third place, I do not believe the subjunctive mood receives the time and attention it so eminently deserves in our preparatory schools. It is an educational force or treatment that can be used most effectually in the fourth year.

"In the fourth place, there are many children who do not know why they study Latin, and they regard it as drudgery, a task set by the schoolmaster. These should be enlightened, for in explaining the purposes of the study you gain his confidence and co-operation."

United States Commissioner of Education, Hon. W. T. HARRIS, LL.D., was then introduced by President McIver, and was received with great applause. Dr. Harris expressed his pleasure at being present, and said that, while at the North he could not always commend what was said and done in a classical association, that he most heartily agreed with everything he had heard this morning, and he would that Northern classical teachers should urge the study of the classics as things of practical value, rather than because they were in the course of study.

His concluding words should cause the heart of every North Carolinian to throb with gratification. These are the words: "There is no other place in the world which is so lifting up the banner of educational progress as the South, and your own model State of North Carolina."

A resolution was introduced and adopted by a standing vote, authorizing a telegram to be sent to Prof. E. A. Alderman, expressing the deep sympathy of the Assembly with him in the death of his oldest child, which had just occurred at Baltimore.

After adjournment the Classical Association elected the following officers for this year: President, Prof. E. Alexander; Vice-presidents, Supt. J. J. Blair, Dr. R. H. Lewis and Dr. C. R. Harding; Secretary, Prof. Hugh Morson.

The afternoon was spent in indulging in the various amusements of the seaside.

EVENING SESSION.

At night a large audience was addressed by the Hon. W. T. HARRIS, the United States Commissioner of Education. Dr. Harris spoke from the subject: "The Educational Solution of the Problem of Civilization," and he handled his subject as only a master can. The address dealt with the question of civilization and increase of city life, so as to demonstrate that at the root of all improvements was the schools, and as the cities so the schools, and as these schools increased the creative power of mankind in all departments of life, so would civilization move steadily onward and upward.

Dr. Hume introduced a resolution, thanking Dr. Harris for his presence and for his valuable contribution to the work of the Assembly and the cause of general education, which was adopted by a rising vote.

FOURTH DAY—EVENING SESSION.

SATURDAY, June 20, 1891.

The programme for Saturday provided for rest and recreation, and right well did the teachers enjoy it. Everyone this past week has been in somewhat of a rush—a high state of nervous tension—and rest was needed. The morning was spent in countless ways by the countless people here assembled.

At 8:30 in the evening a large audience assembled in the hall to listen to a discussion on "The Model Teacher, County Superintendent, School Committeeman and Patron."

After a song, and the announcement of the committee to investigate the difficulty in regard to the railroad tickets—Prof. D. L. Ellis, F. M. Harper and C. J. Parker—the business of the evening was taken up.

Supt. J. Y. JOYNER discussed "A Model Teacher." He stated that his task was difficult, because he was called on to describe something which he had never seen. A teacher should develop (1) the mind of the child and (2) the character of the child. The model teacher should have (1) good scholarship, (2) should be able to inspire. He must have a strong mind and good common-sense.

Mr. D. L. ELLIS: "Woman is the only creature who is sympathetic enough to be a model teacher. The teacher must have the essence of tenderness developed in the highest degree, and no man has this."

Dr. R. H. LEWIS: "God made nothing on this earth without a purpose. I think the model teacher will be found among those people who have found their work."

Mr. W. J. FERRELL: "It seems to me that the model teacher must have in him a large element of that which is not called gentleness. I have often heard it called

'old nick, nebo.' He must be able to subdue disorderly elements in the school-room."

The "Model School Committeeman" was the subject of Mr. E. P. MANGUM's talk. Nobody had ever heard of one, he said. The general idea was a man of frowning brow, who came to act as judge over you, and thought his duty done when he had engaged a teacher and promised to pay his salary. In the place of old fogies the best and livest men should be chosen; men whose influence would aid the teacher in meeting any disaffection among his patrons; men who would come to encourage the weary teacher, not to frighten him.

Mr. E. E. BRITTON spoke of the "Model Patron" as being a man who showed friendship to the teacher and interest in his work; who was always ready to speak of the work being done for his child; who gave his children to understand that the teacher was the equal of the parent, who was a constant visitor at the school.

The SECRETARY continued this latter subject, saying that he had the good fortune to be a patron of the schools, and, while not a model one by any means he felt that he could give a suggestion as to what a model patron should do and also should not do. 1. He must visit the school often to see what kind of work is being done for his child. If you called in a doctor to attend to a sick child it would be thought strange and inhuman if you never visited the sick-room to see how the child was getting along. It is also very strange if you never visit the school-room to see how your child's mind is being treated. 2. Invite the teacher to visit your home and to feel *at home* there. The teacher can frequently learn more of a pupil's disposition upon seeing the pupil at home sometimes than when it is only met in the school-room, and thus the teacher can do better work for your child. 3. Aid the teacher by encouraging and helping your children to study while at

home. Don't put them to work as soon as they come from school and keep them at it until night, and then send them promptly to bed as a nuisance if they want to do a little studying around the evening lamp. 4. Don't keep your child home from school upon every slight pretext. If potato plants are to be set out, hogs to be killed, fodder to be pulled, hire somebody to help you, *and let the children go to school.* I knew a parent who had a boy nominally at school, but the boy was kept home to do little trivial jobs of work on Monday, Tuesday, Wednesday and Thursday, and on Friday he would put in an appearance, bringing from his father a brief but conclusive explanatory epistle, as follows: "Exkuze bil." This was *not* a model patron—don't be like him.

Prof. JAMES DINWIDDIE, President of Peace Institute, next spoke upon the subject of "Fractions," with a criticism on the present names given to so-called fractions:

The ordinary definition of a fraction will not hold except in proper fractions, which form a very small part of the fractions used. In such fractions as $\frac{7}{4\frac{1}{2}}$ it is absurd to speak of dividing the unit into $4\frac{1}{2}$ equal parts; and in $\frac{7}{6}$ it is impossible to divide a unite into six equal parts and take 7 of those parts.

The truth is that the fractional notation is a universal notation, by which we can write numbers with any radix, and express the relation of the numbers to *one*. The idea of "one" is the only simple idea in arithmetic. A whole number (or integer) is only the simplest form of a fraction, and whose denomination is one. All fractions are proper in the sense that whatever principles or operations can be applied to any one fraction can be applied to all fractions.

A fraction, then, is simply a number made up of several parts. The numerator shows how many parts are taken and the denominator shows how many of those parts are required to make "one." Thus $\frac{7}{6}$ means that seven equal things are taken and that they are of such size that 6 of them make "one." $\frac{3}{4}$ means that three things are taken and that they are of such size that $\frac{3}{4}$ of one them makes one; that is, it is three $\frac{1}{4}$'s, and so on.

This talk was liberally illustrated by the blackboard, closely fixing the attention of the teachers and causing a

most interesting and spirited discussion upon some of the points made by the speaker. Superintendents Joyner, of Goldsboro; McIver, of Fayetteville, and Graham, of Charlotte, held that the definition of a fraction as given in the books, namely: "A fraction is showing into how many parts a whole number is divided, and how many of those parts is taken," was not violated in the fraction $\frac{7}{8}$ any more than in $\frac{5}{8}$, while Prof. Dinwiddie insisted that the "book rule" ruled out $\frac{7}{8}$ as a fraction because the idea of dividing a unit was lost, it being apparent that *one* unit and part of *another* unit was represented by this fraction. Thus "the doctors agreed to disagree" as to the correctness of the "rule," and the meeting adjourned until Monday.

The Assembly is blessed this session with the clearest of weather, the finest of breeze and the brightest of moonlight, consequently the delights of the sail is enjoyed to the fullest extent, and of all the many pleasures of the seaside which afford amusement to the visitor, there is nothing more inspiring than a sail by moonlight with a congenial and happy company. Everybody participates in the moonlight sail, and after the exercises close in the evening the lovely sound is full of swift sharpies, each bearing a joyful company of teachers, and the refrains of the merry songs are heard on the breeze until long past the midnight hour. The Asheville party gave a moonlight sail to-night to a large number of friends, chartering four of the sharpies; and another most enjoyable sail was given by Prof. Dinwiddie and family to the alumnæ of Peace Institute and other invited guests.

Governor THOMAS M. HOLT arrived to-night, and has become acquainted with numbers of teachers already, who are glad to welcome him at "headquarters." He will address the Assembly during the morning session on Monday, and will find an appreciative audience.

FIFTH DAY.

SUNDAY June 21, 1891.

The Sabbath dawns clear, bright and beautiful, typical of a holy day.

In the morning Rev. Dr. THOMAS E. SKINNER, of Raleigh, delivered a most interesting and eloquent sermon on the "Efficacy of Prayer." The sermon was of rare power, and was complimented very highly by the very large congregation who heard it. The congregational singing was led by the two musical instruments in unison, Miss Lillian Homesley at the piano and Miss Bessie Worthington at the organ.

Sunday night Rev. Dr. B. F. DIXON preached. Before he began, the congregation was delighted at listening to "Just As I Am" sang as a solo by the beautiful Miss Bessie Worthington, of Rocky Mount, to the air of "O, Restless Sea," and at the close a solo, "One Sweetly Solemn Thought," by Miss Lilly Daniel, of Weldon.

Dr. Dixon is a most pleasing and powerful speaker. His subject was, "Not Laying Up Material Treasures," and it was developed in a masterly way. He makes point after point in his argument, and the teachers were delighted to listen to him. This closed the work of the day.

SIXTH DAY—MORNING SESSION.

MONDAY, June 22, 1891.

The Assembly was a little late in being convened this morning, the teachers, like their pupils, showing the effects of vacation for two days.

The devotional exercises were conducted by Rev. A. B. HUNTER, D. D., of Raleigh.

The Secretary stated that Governor T. M. HOLT was at the Atlantic Hotel, and offered a resolution, which was unanimously adopted, inviting him to visit the Assembly and address the teachers. The President appointed Messrs. Denson, Blair and Harrell to extend the invitation and escort Governor Holt to the hall.

Mr. ELLIS made a partial report of the work of the Teachers' Bureau, and stated that applications were in his hands for a number of teachers.

Mr. E. E. BRITTON, Chairman Committee on Daily Programme, next announced the exercises of the day.

Prof. JOHN E. KELLY, of Charlotte, in a few warm, prefatory remarks, offered the following preamble and resolution, which were adopted:

WHEREAS, We are convinced that the greater part of the annoyance and vexation caused the teachers by breaches of discipline on the part of the pupils is due to lack of proper paternal government; and,

WHEREAS, We believe that the duty of instructing heads of families in this important matter is the peculiar province of the Sacred ministry; therefore be it

Resolved, 1. That we, the teachers of North Carolina, do respectfully overture the bodies which represent the different evangelical denominations of our State on the supreme importance of family government.

Resolved, 2. That we entreat these bodies to pass resolutions inculcating this duty on the ministry and laymen of their respective congregations.

It being announced that the Governor of North Carolina was at the door, the members of the Assembly arose to their feet, and as Governor Holt and his escort entered the hall they applauded him vigorously. After being escorted to the rostrum and introduced by President McIver, Governor Holt delivered an address full of encouragement to the teachers. It was happy, earnest and eloquent, and was applauded to the echo.

He said:

Mr. President, Ladies and Gentlemen of the North Carolina Teachers' Assembly:

It affords me profound pleasure to greet you to-day, and assure you that I am proud to represent the State of North Carolina in her recognition of the great work you have in charge.

Ben Jonson in his "Discoveries," declares "There is a necessity that all men should love their country; he that professes the contrary may be delighted with his words, but his heart is not there."

If this be true, and surely it must be so of all good men, as a necessary part of love for our fellowmen, then such a sight as this Assembly must rejoice the hearts of every patriot.

Ten years ago, when the thoughtful observer cast his eyes upon the general educational condition of North Carolina he would have observed with concern the isolation in which each teacher, or a little nest of teachers, lived; the depressed state of the public schools (not yet fully relieved); the lack of efficient private schools where they were greatly needed; the very limited attendance upon the colleges, as a consequence upon the want of due primary and secondary instruction; the apparent apathy of many sections, and the limited acquaintance our educational laborers had with one another or of their mutual work.

What could be suggested to inspire with new life the whole line of the educational army? What force could attract these units, many as they were, but limited by their separation, into a compact and harmonious whole, capable in its aggregate power of revolutionizing educational labor among our people?

Imagine every expedient that can occur to the mind to bring about that great result which must precede every other lasting form of progress and improvement in the mass of the people. Reflect upon the magnitude of the task and the available means to be employed, and ask yourself if the wit of man could have devised anything more admirably adapted to the needs of the times than the Teachers' Assembly.

What ideal is comparable with the voluntary union, in a gathering lasting many days annually, of the very flower of our people, coming together inspired by the noblest purposes of life—the development and highest possible improvement of the youth of the land?

Consider what powers have enlisted under these banners of progress. All the colleges, from the venerable University to the youngest that claims collegiate privileges—Davidson, Wake Forest and Trinity—with their kindred seats of learning, represented by their scholarly presidents and professors, their busy alumni and promising undergraduates.

The male academies and high schools, whose principals were the early co-laborers in this undertaking, and whose existence is indispen-

sable to the success of the colleges and the extension of higher education.

The brilliant array of graded schools in the leading towns of the State, from Wilmington to Asheville; the many female colleges and seminaries of distinction at home and abroad have their place in the front rank here—St. Mary's and Peace, Greensboro, Charlotte, Murfreesboro, Salem, Oxford, Asheville, Greenville, Shelby, Tarboro, Statesville, Graham, Kinston, Hendersonville—I am lost in the enumeration of the admirable schools whose pearls of beauty and culture adorn this body.

Nor must there be forgotten the great foundation element, the vast number of public and private schools, modestly but effectually leading the young to knowledge in the pure and happy school-houses of the country in the free air of nature, from the pine-clad beaches of Carteret, with their semi-tropic sun, to the highest glens of Watauga, the Switzerland of the South.

Another grand division, with the Superintendent of Public Instruction at its head, consists of those valuable public officers, the several county superintendents, the members of school committees, and the officers of the various institutions for the care and training of orphans and other children. Add to these the large body of the clergy of every description, whose divine mission to teach the greatest of truths places them in sympathy with this Assembly, and obtains their powerful aid; the great array of teachers in Sunday-schools, the instructors in the fine arts, the great assemblage of friends and lovers of social progress and educational advancement not directly engaged in school work, and numerous and distinguished educators from other States, always present with the ripe fruits of their experience. As a grand total, what assemblage within our borders can present such an aggregation of the noblest elements of the commonwealth?

This is, indeed, the great army of liberation—from ignorance, from sloth, from want, from all that is narrow and false and mean, unto the perfect freedom of mental liberty. Upon what does it expend its powers?

First, in self improvement. Each brightens his fellow; difficulties are overcome, obstacles levelled, advancement is suggested, prejudices vanish, community of feeling arises, higher standards of professional honor are established and teaching, as both science and art, advances continually, until to-day it occupies a social position unexcelled by any in the land.

But the principal influence of this enormous organization is exerted upon every school, well-nigh, within our borders. It is not too much to say that there is hardly a child within the limits of this State who has not, directly or indirectly, profited by its labor.

You are engaged in the task of uplifting to a higher plane the whole mass of children of the State. What is that, in truth? You are really building the new State of the future.

Well have I asked, therefore, what effort to uplift North Carolina to the most elevated position attainable by her people in every condition of civilization and culture could be conceived, comparable with that which finds its glorious fruition to-day in the Teachers' Assembly.

During the eight years of its existence it has vivified instruction, raised the grade of public and private schools, advanced the salaries of teachers, improved their buildings, furniture, books and methods. It has influenced the press to work the harder for general enlightenment, knocked at the college doors with the demand for higher scholarship, and stimulated the friends of the University to renewed efforts for its fuller development. It has entered the halls of legislation and procured the first enactment of the General Assembly of this State for the special education of woman.

This splendid achievement has just been realized in the establishment of the State Normal and Industrial School for Girls, at Greensboro. It has presented to the world the spectacle of several thousand of the most cultivated of our citizens spending about one-twenty-fifth of the year in consultation for the public good, and in social enjoyment after the duties of the scholastic year, without one jarring thought, by reason of church, creed, or of party belief. All have been welcome who came in the sacred cause of childhood's development unto the perfect measure of the full moral, mental and physical man. Differ as keenly as you may in details, in heart and purpose you have been one.

As a final result, you have unquestionably organized the most effective and powerful body of teachers in any State of this Union, and thus given your mother a glory no sister Commonwealth can boast. You have so raised your standard that other sections are sending to you for instructors and you no longer have to send abroad for guides and leaders of your own little ones.

Your President, in one of his public addresses, has said: "A State is not made of dirt, or corn, or cotton, or minerals, but of men and women."

True, every word of it! And I do not hesitate to say that in the last eight years more has been accomplished to the end that our people may become the most enlightened of "men and women" than in any forty years preceding.

Your crowning glory is the organization of the Southern Educational Association as the outcome of your work. Born on this spot last year as a provisional body, it is soon to meet at Chattanooga with a magnificent array of Southern educative talent from all the States South of Ohio, inspired by the determination to do for the entire Southland what you have effected for the old North State.

The builder of the temple, if I may make the comparison reverently, must have observed with singular pleasure the remarkable scene before him as step by step, and day by day, the foundation walls were laid, the walls rising in symmetrical proportions, the beams, one by one, taking their fit position, until tower and pinnacle uplifted themselves, and the topmost plates of gold upon its turrets glittered in the sunlight, and strength and beauty had expanded themselves in the effort to make a dwelling place for wisdom.

Something akin to the feeling of the architect of old must fill the breast of the distinguished founder of this Assembly, your determined and indefatigable Secretary, as he views the fair proportions and the moral grandeur of the work to which he set his hand eight years ago for the blessing of his native State.

These are no words of vain eulogy, ladies and gentlemen of this Assembly. They express only a just recognition of very great public service.

A few days ago it was my fortune, in an address at Chapel Hill, to point out by undeniable statistics the rapid and steady advance of North Carolina in prosperity within the decade just closed. When we remember the influence exerted by thousands of your members during nearly all that period, a reasonable degree of credit for your share in enhancing that prosperity necessarily attaches to your efforts, and I am persuaded that the future for us is yet brighter still.

Let the past stimulate you to future conquests in the empire of mind. A poet and philosopher of the seventeenth century well said: "Truth is man's proper good, and the only immortal thing that was given to our mortality to use. Without that, all the actions of mankind are craft, rather than wisdom."

With all the anxious cares, and the round of ceaseless duties, that make up the patient and laborious life of the teacher, it is his high privilege to search ever for the truth and to impart it to others.

Existence is inspired by the noblest of motives, and humanity is the gainer for his life.

Your work here will go into history. Of your name it may be said, as by one of old, they are those of "Good men, who are like stars, the planets of the ages wherein they live and illustrate the times."

You have another reward awaiting you beyond earthly appreciation or man's honors. The teacher whose task is performed in all faithfulness may look to recompense not made with hands.

As a parting word, permit me to assure you of my warm sympathy and my desire to cast in a mite, as a member with you of the Teachers' Assembly of North Carolina.

May God prosper and extend the far-reaching influence of this body, and long preserve it as one of the most precious jewels of North Carolina.

At the conclusion of this most excellent address the Assembly arose, and, with intense enthusiasm and earnestness, sang "Carolina! Carolina! Heaven's Blessings Attend Her."

REV. CHARLES E. TAYLOR, D. D., President of Wake Forest College, then delivered an address on "How to Promote and Foster the Interests of the Colleges of North Carolina." President Taylor's address bristled with suggestive hints, which the college men of the State would be wise to heed. He believed that the people ought to insist more and more upon the fostering of the colleges and the University. "In Massachusetts long ago one in every 250 inhabitants was a college graduate, and that State, therefore, took the lead in education. College educated men exert influences that percolate to all conditions and sections. The South was conquered by iron and steel and electricity. Northern men knew how to manufacture these forces. They had been educated practically. The most interesting place I visit is Pratt Institute. There a young man who could make but 50 cents a day could be trained in eight months to earn \$2 a day. We need such a college for the boys in North Carolina. It is said, sneeringly, 'we are making science a hod carrier.' I am glad we are. Science can bring comforts and conveniences to our people, and we need not fear we will lower the grade of our colleges or of science by putting it to practical use. College influences must not stand opposed to materialism. We must counteract influence. Prussia gained its great power through the University of Berlin. We need to stamp influences upon the material progress of the age that will direct them aright. If colleges are to do the great work needed, money must be poured into the treasury. Brains cannot be secured without money—neither can buildings, nor apparatus, nor libraries. I have told our people that they mustn't stop until they have a million

dollars at Wake Forest. The Methodists must do the same for Trinity and the Presbyterians for Davidson.

"The colleges must help to build up successful public schools. The University and colleges have been too much like a dome way up in the air without support. I would be willing to get down upon my knees and beg the Legislature to submit a bill to the people to vote a sufficient tax to secure a well equipped system of public schools in every hamlet. Only a few days ago, a gentleman left nearly \$20,000 to endow an academy in Lumberton. It is a great thing, and I was as glad as if it had been left to Wake Forest. We must have good academies, as well as public schools and colleges.

"I felt a thrill of pride as I observed in your Educational Exposition here what the boys and girls in the public schools in Raleigh, Goldsboro and Charlotte have done. What they have done can be done in every other place.

"The colleges ought to get closer together. There is no lack of harmony, but they should work together with more of the touch of the elbows. Many a time I have wished for a closer intimacy between college men so that they could together plan for the most vigorous and successful co-operation which we are trying to do in common.

"If the colleges are to succeed widely they must keep in touch with the people. Oliver Wendell Holmes said the education of a boy must commence before he is born. This is true, but not in the sense in which it is generally understood. Many of the real scholars and leaders have come from humble homes. It is well that they be helped by colleges with big endowments that have been accumulating for generations.

"There is a tendency in colleges to drift away from the people. I have felt for twenty years that we have a problem. We must put a lever that will lift up the masses—and they are as good as anybody else. To keep in touch with the

people we must watch the organization of our colleges. There is too much Monkishism in our colleges. We get and keep too far away from the people. We must adapt our institutions to the actual needs of our people as they are—not as we would have them to be. A system of education is good, but we must organize so as to keep ourselves very close to the people. The University and colleges don't go near enough to the people. Why shouldn't there be a dozen centres where lectures should be given, and University Extension work carried even to gray-headed people?

"I am in sympathy with the moral earnestness of the Farmers' Alliance. But an immense amount is said and written that, if the principles of Political Economy are true, are utterly wrong. The farmers want knowledge and information. We are in the midst of a great educational revival brought about by the ferment of the Farmers' Alliance. The plain farmers would be glad to receive instruction from the colleges, directly and indirectly. We ought to give it them in all love and kindness.

"We must imbue our colleges with a Christian spirit. We are not to preach dogmas. I thank God that North Carolina is a great Christian State. We owe it to parents that boys be trained, not in a mere bread-and-butter philosophy, but given a clearer and better light. Religion leads along a narrow path, but the broadest men I have ever known were Christians. The ox-cart has a wider gauge than a locomotive, but who will say it is better? Higher instructions have much to do with creating public sentiment. They must make it healthy and inspiring."

This address was one of the strongest that has been delivered, and brought forth quite a number of men who were interested in college to speak for their improvement.

President McIVER said that a wiser speech had not been made during the history of this Assembly.

Rev. Dr. HUNTER, of Raleigh, said there was an idea prevalent that the common schools must lead the colleges. In Europe, the universities come before the common schools. The public schools depend more largely upon the colleges than the colleges upon the public schools.

Rev. L. W. CRAWFORD, D. D., of Trinity College, responded happily to Dr. Taylor's desire to have a closer relation between the colleges.

Dr. HUME said that the University had adopted resolutions looking to the University Extension system. "One of the difficulties was the lack of money. The State ought to give more money. The light of education ought to flood the humble homes, and a series of scientific and popular lectures ought to be given at towns away from the University. From a tobacco town in North Carolina, and a Wake Forest man, I was asked to give a course of eight lectures on literary topics. Thirty-five men in Henderson have contributed to having the University Extension course of lectures there. In Raleigh there is an interest in the study of Shakespeare, and a desire to have a series of lectures upon Shakespearean topics. There ought to be a fund provided for such a series of lectures. This can only be done by a public sentiment. There is need for the study of French and German in our primary schools. We need Greek training which gives the philosophical teaching of truth."

President McIVER emphasized the need for a closer association among the college men. He adverted to a meeting of the city superintendents of public schools held in Raleigh each year during the Christmas holidays. "This meeting was an inspiration to me, and was along the line that Dr. Taylor proposes for the professors of colleges. I wish we could have every college professor in the State here. It would be a great and glorious thing for the State. This Assembly has brought the teacher and the citizen together."

Major FINGER didn't know when he had heard any discussion that pleased him so much. "College men have been the prime promoters of public education. There is just as much dependence upon the part of the colleges upon the public schools as those schools upon the colleges. I hail the time when the colleges will do all they can to advance public schools. I have been encouraged by what I have heard to-day. A gathering of college professors would do much to advance public sentiment in favor of public education."

Prof. D. H. HILL, Jr., wanted to see the teachers in all schools and colleges get nearer together, and he thought this Assembly ought to promote the University Extension scheme. He moved the appointment of a committee of five to consider the plan of University Extension.

Mr. ELLIS moved the appointment of a committee of five to name the time and place of meeting for college professors.

Prof. W. A. WITHERS had seen such an association in New England, and was glad to see a movement in that direction.

The SECRETARY said that many men whom occupation and necessity kept from college walls would hail the day when they could get the benefits of college instruction at home.

Prof. SMITH, of Salem, Va., urged the formation of a College Association.

On motion of Mr. D. L. Ellis, a committee was appointed to arrange for such an association. The committee appointed consisted of Prof. D. L. Ellis, President Charles E. Taylor, Prof. Withers, Dr. Lewis, Dr. Hume and Prof. Smith.

The Secretary gave notice that reduced teachers' tickets could be obtained at all railroad offices in the State until the 27th, the limit of sale being extended from the 23d.

The Assembly then adjourned.

EVENING SESSION.

At night the programme consisted of recitations, readings, and vocal and instrumental music, and was enjoyed by a packed house. The programme was as follows:

Instrumental Solo: Miss Martha Burmeister, Asheville.

Vocal Solo: "Bid Me Good-Bye"—Miss Hattie Lattimore, Shelby.

Vocal Solo: "Tell Me With Your Eyes"—Mr. Hunter Harris, Raleigh.

Recitation: "The Frenchman and the Rats"—Miss Bettie Ball, Murfreesboro.

Vocal Solo: "Children's Home"—Miss Jennie Watson, New Bern.

Instrumental Solo: "Il trovatore"—Miss Bessie Worthington, Rocky Mount.

Vocal Solo: Miss Lilly Gay, Wilson.

Recitation: "Would You Laugh? Would You Cry?"—Miss Lina McDonald, Fairview.

Instrumental Solo: Miss Bettie Dinwiddie, Peace Institute.

Vocal Solo: "Maid of the Mill"—Miss Lillian Homesley, Charlotte.

The entertainment was a decided success and was very much appreciated.

Secretary Harrell gave notice that ten North Carolina teachers were wanted in Georgia, and that Superintendent Simmons, of Dawson, Ga., was present and would receive applications.

Notice of to-morrow's exercises were given out, and the audience quickly left the hall to participate in the several amusements.

SEVENTH DAY—MORNING SESSION.

TUESDAY, June 23, 1891.

The attendance has continued to grow every day and the number has gone to *twenty-eight hundred* up to last night.

After singing the National Hymn the Assembly was led in religious services by Rev. Hugh Smith, of Boykin, Va.

President McIver being in the chair, Mr. Ellis announced that Prof. W. A. Withers would report the result of the work by the Committee on College Association as expressed in the following resolution :

Resolved, That the President of the Teachers' Assembly extend an invitation to the members of the faculties of the University and colleges of the State to meet in the city of Raleigh for the purpose of considering the advisability of establishing a College Association, such meeting to be held during the Southern Exposition, on a day which the managers shall be asked to call "College Day"; also, that a member shall be appointed from the committee to confer with the President of the Assembly in perfecting the local arrangements.

The resolution was adopted, and Mr. W. A. Withers, Agricultural and Mechanical College, was appointed. The time recommended for this meeting was the middle of November.

The report of the committee, on motion of Dr. Hume, was adopted.

Prof. D. H. Hill, Jr., Chairman of the Committee on University Extension, announced that the committee would report at the next session.

Mr. E. E. Britton made an announcement that the work of the day would be in charge of the Modern Language and English Literature Association.

The following resolution concerning railroad rates was submitted and unanimously adopted:

WHEREAS, The North Carolina Teachers' Assembly has grown into such proportions that it is now conceded to be the largest organized body in the Southern States, bringing to its annual gatherings from North Carolina and the adjoining States an attendance aggregating thousands of people; and appreciating the liberal rates that have heretofore been given to the Assembly by the various railroads of the State, which have so greatly aided the organization in attaining its unparalleled success;

and desiring to further increase the efficiency and prosperity of the Assembly and to facilitate the management of so large a body, be it

Resolved, 1. That all the railroads be respectfully and earnestly requested to continue the present rate of transportation for members of the Assembly attending the annual sessions, and also to grant that the maximum rate shall not be more than \$5 from any part of North Carolina to our place of meeting.

Resolved, 2. That a special ticket be prepared for the Teachers' Assembly to which shall be attached a coupon for \$2, the annual membership fee, said amount to be collected for the Assembly by the railroad agent in addition to the fare at the time of selling the ticket.

It was stated that the coupon would be torn off the ticket by the Secretary and Treasurer of the Assembly and a Certificate of Membership would be furnished the holder. To all female members of the Assembly the sum of \$1 was to be returned when the coupon should be presented to the Secretary, thus making the annual fees remain the same as heretofore.

The following letters were then read by the Secretary, which had been received in response to invitations to visit the Assembly:

NEW YORK, May 14, 1891.

EUGENE G. HARRELL, ESQ., *Secretary and Treasurer, &c.*

MY DEAR SIR—I have received from the hands of Senator Ransom the very flattering invitation extended to me by the North Carolina Teachers' Assembly and prominent citizens of the State, requesting me to be present, with Mrs. Cleveland, at the next session of the Assembly, to be held in June next.

The good people who have joined in this invitation, the objects and purposes of the contemplated assemblage, and the extreme pleasure which meeting so many of our North Carolina friends amid such delightful surroundings would afford, combine to make this invitation a most tempting one. It is, therefore, with regret that I am obliged to decline it. We have made our plans for the summer in such a way, and they involve rest and recreation so much needed, and plans so settled and relied upon, that it is impossible to interrupt them. Mrs. Cleveland has already gone to our resting place for the summer, and I intend to follow her in a very short time, as soon as I can dispose of some work which demands my immediate attention.

We must rely upon the considerate generosity of the kind friends who have so cordially invited us, to find a justification for our declination in the conditions above suggested.

Yours very truly,

GROVER CLEVELAND.

CHARLOTTE, N. C., June 3, 1891.

E. G. HARRELL, ESQ., *Secretary, &c.*

MY DEAR SIR—In reply to your favor of May 28th, will say that I regret not being able to comply with your request. The subject you present is one of greater importance to our State than all the issues presented by both parties. The towns with graded schools are improving, but the country, sparsely populated, with *two* schools (white and black) in each district—with not money enough to pay competent teachers; with sessions so short that the teachers must have some other way to make a living, and the children forget much learned at one session before another session commences—the situation is serious. In a republican government all power rests with the people, and that power is exerted for good or evil in proportion as the masses of the people are educated. The highly educated few that now control our governments have laws made by which they become richer and richer and the masses become poorer and poorer, and these laws bear heaviest on the class whose educational facilities are the poorest—the agriculturist—hence, we see our ambitious young men leaving the country for the towns. Education creates a division of wealth, which is the cornerstone of a republican government. Daniel Webster said that no republican government can exist when all the wealth had passed into a few hands and the masses of the people were poor, for the rich few would contrive some way to deprive the masses of their votes, or the masses would divide the estates of the rich. It looks like the crisis is coming. The only way to avert it is by educating the masses. Education costs much less than war, and adds blessings instead of curses. I sincerely hope that the eighth annual session of the Teachers' Assembly will result in great good to our State.

Press of business and an engagement prevent me from accepting your kind invitation.

With great respect, I am,

Yours truly,

S. B. A ALEXANDER.

Prof. D. H. Hill, of the A. & M. College, next read a delightful paper on the "Ethical Value of the Novel."

Next Prof. Lucius P. McGehee read a most interesting

paper on "Life as Depicted by the Essayists of the Fourteenth Century." The following is a synopsis of the paper:

"The essay was the most characteristic product of literature of Queen Anne's age. It was exactly suited to an epoch that was essentially artificial, vain and superficial. England then was just entering on an era of popular government, and the essayists moved in an age more full of political feeling than our own time. The first of the periodicals forming the eighteenth century essayists was the *Tattler*, which was succeeded by the still more famous *Spectator*. The founders of the essay and the greatest masters in that kind of composition were Richard Steele and Joseph Addison—the former warm hearted and lovable, but wayward and dissipated—the latter faultless in character and a master of English. The essayists were reformers in literature and life. They had only a small reading public to which to address themselves, for education then was confined to a few. * * * The condition of London and its streets in the beginning of the eighteenth century received some attention."

The paper concluded with an allusion to the finer character-drawings in the writings of Addison and Steele.

Dr. Thomas Hume read the next paper. It was entitled, "The Christian Epic," and the scholarly and erudite gentleman handled his subject with his usual brilliancy and earnestness. The paper based on "Milton's Paradise Lost" was a most valuable contribution to the Assembly work. The proper method of the study of the epic, the beauty of the poetry and the artistic skill of the author, were all carefully treated. The hints given cannot fail of inciting a more thorough study of "The Christian Epic." He also submitted the following Reading Circle Course for 1891-'92:

“Selections from the *Tattler* and *Spectator*, a cheap edition, costing ten cents each, can be had in Cassells' National Library. Parallel reading in Pope's Satires and Epistles (Macmillan's edition); Macaulay's essays on 'Authors of the Period,' and Gosse's Eighteenth Century Literature.”

At the close of the Assembly session the English Literature and Modern Language Association was called together for a business meeting, and the following officers elected: President, Rev. Thomas Hume; Vice-President, Capt. C. B. Denson; Secretary, Prof. D. H. Hill, Jr.

These officers were empowered to appoint an executive committee.

After the meeting of the Association, in compliance with an announcement made by Mr. E. E. Britton, Assistant Secretary, the private school teachers of the State met in the Assembly Hall, and Capt. C. B. Denson was made temporary president; Mr. E. E. Britton, temporary secretary. The purpose of the meeting was stated by Profs. C. B. Denson, Jos. E. Kelly and E. E. Britton, who said that it was time the men and women whose schools were supported by private tuition should do as the graded school men had done and as the college men were getting ready to do. They should organize in order to meet the growing tendency shown by many to do away with the private high school and put everything in the graded school course of study. Other questions of interest to private school teachers were discussed with animation and enthusiasm.

On motion of Prof. W. J. Scroggs, of Lexington, a committee of three was appointed to formulate a constitution. The President and Secretary were added to the committee. Those present then enrolled their names as members of the new association, and the meeting adjourned.

EVENING SESSION.

At 8:30 P. M. there was a large attendance, as the election of officers was to take place. After singing a number of songs President McIver called the Assembly to order.

Superintendent M. C. S. Noble, of Wilmington, returned the thanks of Prof. E. A. Alderman to the Assembly for their kind remembrance of him in his hour of affliction and sorrow.

The election of officers was then taken up and Superintendent J. J. Blair, of Winston, in a few well chosen words, nominated Prof. HUGH MORSON, of Raleigh, for president. The nomination was seconded by Dr. Hume, and Prof. Morson was elected by acclamation.

Captain C. B. Denson, Raleigh, placed in nomination for 1st Vice-President, Superintendent J. J. Blair. This was seconded by Dr. R. H. Lewis, and Mr. Blair was elected by acclamation.

Mr. D. L. Ellis nominated for Secretary and Treasurer Colonel E. G. HARREL. Then nomination was seconded by Mr. Josephus Daniels in a witty speech, and by various others. The Secretary was re-elected likewise by acclamation.

The question of a meeting place for next year was then discussed. Hot Springs, Asheville and Morehead City, were all spoken of as eligible and desirable places by the friends of each. A special delegation was at hand to urge the claims of Asheville.

Then came resolution, counter resolution, amendment to amendment, a new resolution, a speech, a reply, and finally the whole matter was laid on the table and will be discussed again Wednesday night.

In the discussion Superintendent C. B. Way, of Buncombe county, spoke for Asheville, and his proposition was

advocated also by Prof. H. L. King and Mr. Mackey, of Asheville. Superintendent P. M. Pearsall nominated Morehead City, and made a brilliant speech in behalf of his choice. Mr. J. C. L. Bird, of Marion, also spoke in favor of Morehead City. There seems to be a great deal of interest in this matter.

The following resolution was introduced and unanimously adopted:

WHEREAS, It is earnestly desired that every paper read before this Assembly shall be fully and freely discussed by the teachers in order that the merits of each subject may be clearly presented from every standpoint; therefore be it

Resolved, That in all future meetings of the Teachers' Assembly the papers upon selected subjects in the programme for the daily morning sessions shall be strictly limited to fifteen minutes in length, and extempore speeches to twenty minutes. In discussion each speaker shall be allowed ten minutes, and evening lecturers are requested to confine their papers or speeches to forty minutes. This rule may be at any time waived by unanimous consent when applying to speakers from abroad who accept invitations to address the Assembly.

President McIver appointed on the committee to nominate eight vice-presidents, Superintendent C. J. Parker, County Superintendent J. A. Gilmer, and Miss Bettie Clarke, of Oxford; after which the Assembly adjourned.

EIGHTH DAY—MORNING SESSION.

WEDNESDAY, June 24, 1891.

Prior to the opening exercises the audience joined in singing a number of songs. At the piano presided Mrs. Fred Woodard, of Wilson, who is a magnificent performer.

Prof. W. J. Scroggs, of Lexington, led in the devotional exercises.

President McIver then surrendered the chair to Superintendent E. L. Hughes, of Reidsville, who had in charge the programme for the day.

Superintendent Hughes explained the object of the day as work in Physical and Vocal Culture, after which Prof. Charles Mangum read a carefully prepared and interesting paper on "Gymnastics and Gymnastic Apparatus." The paper contained valuable hints, and after it was read there was an animated discussion on gymnastic apparatus and books explaining the work, engaged in by Prof. George S. Wills, Oak Ridge; Prof Smith, Virginia; Mrs. C. D. McIver, Charlotte; Mr. E. E. Britton, Mount Olive.

Superintendent Hughes then spoke on different phases of health culture, giving directions for breathing, reading, walking, sitting, etc.

He strongly urged that plenty of fresh air be considered a vital necessity. Profs. Noble, Wills, and Mrs. McIver suggested a list of books to purchase upon this subject.

Mr. Britton spoke of the value of correctly seated schools, and the interesting discussion was closed by Superintendent Hughes. After announcements of the programme for the evening, the meeting adjourned.

The adjourned meeting of the teachers of private schools was then called to order by Captain C. B. Denson, temporary president. Additional names were enrolled, and a further explanation of the objects of the meeting was given by Messrs. Denson and Britton.

Prof. Scroggs, Lexington, then submitted the constitution which the committee had prepared. This was adopted, the name given the Association being "The North Carolina Academical Associaton." The following officers were elected: President, Captain C. B. Denson, Raleigh. Vice-Presidents, Prof. W. J. Scroggs, Lexington; Prof. J. T. Alderman, Davie county; Miss Mamie Allen, New Bern. Secretary and Treasurer, Mr. E. E. Britton, Mount Olive.

The appointment of an Executive Committee was left to the President and Secretary.

EVENING SESSION.

In the evening a large audience graced the hall with their presence. The committee on nomination of eight Vice-Presidents for the Teachers' Assembly read their report, and those named were elected. They are, Prof. J. E. Kelly, Charlotte; Miss Catharine Fulghum, Goldsboro; Prof. W. J. Ferrell, Wakefield; Miss Lizzie Lindsay, Greensboro; Superintendent P. M. Pearsall, Jones county; Miss Lina McDonald, Fairview; Captain T. J. Drewry, Oxford; Mrs. S. Montgomery Funk, Murfreesboro.

A resolution endorsing the Southern Educational Association was introduced by Captain C. B. Denson. This was unanimously adopted, and Captain Denson was named as the chairman of the delegation of North Carolina teachers who will leave for Chattanooga on July 6th, to attend the meeting on Lookout Mountain, July 8 to 11. The resolution is as follows:

WHEREAS, The welfare of the several States of the South demands a union of educational efforts to properly solve the special problems which require solution in the South, by reason of the great territory covered and the limited means of her people, their past history, and present social organization, and to the end that the noblest elements of the old South may be effectually retained, while admitting whatever is helpful and unobjectionable in the new order of things; and

WHEREAS, We recognize the imperative need of such books and educational methods as may teach the children of the South to reverence their fathers, the founders of this Republic, and their noble successors, to love the State of their birth while acknowledging their duty to the Union at large, and to preserve forever the traditions of Southern social life; therefore be it

Resolved, That the North Carolina Teachers' Assembly hails with profound gratification the formation of the Southern Educational Association for the promotion of education, and that while we recognize that this body is not intended to antagonize the operations of any other, yet we feel that there is a special work to be performed for the children of this section, which can alone be accomplished by such an organization as the Southern Educational Association.

Resolved, That this Assembly, now over 3,000 in attendance, and the largest assemblage of teachers in the United States, offers its most cordial support to the Association, pledges its earnest co-operation in its labors, and rejoices that this indispensable work has fallen into such competent hands.

Resolved, That we regard the organization of that body in North Carolina as one of the brightest pages in the history of our State, and we cordially invite it to assemble again within our borders at its earliest opportunity.

Supt. P. P. Claxton was appointed Chairman of the Toronto delegation to the National Educational Association.

Secretary Harrell introduced a resolution asking that historians hereafter name the war of 1861-'65, "The War for Southern Independence," as follows:

Resolved, That the North Carolina Teachers' Assembly adopt the name, "The War for Southern Independence," as the name by which the Civil War of 1861-'65 shall in future be known in the schools of this State, and all publishers or authors of text-books on history for the use of Southern schools are hereby requested to use only the name herein mentioned, this being in accordance with the desire of the Confederate Veterans' Association and the Southern Historical Society, as expressed in a recent meeting at Richmond, Va.

This was adopted after some discussion *pro* and *con.*, indulged in by Messrs. Harrell, Way, Ellis, W. B. Kendrick, Clements, Noble and others.

Messrs. Chas. Mangum and H. M. Argo then gave a delightful exhibition of work in gymnastics. The two young gentlemen were dressed in tights, and were very graceful indeed as they exemplified the different methods of expanding and strengthening the body.

The matter of the location of the Assembly for next year was taken up, and various resolutions endorsing Morehead and Asheville were laid on the table; the Assembly finally voting to leave the whole matter in the hands of the present Executive Committee. In all the discussion upon the selection of a meeting place for the next session no speeches were made by actual teachers, and at the conclu-

sion of the matter President McIver secured a hearty vote of all present to attend the next session, whether it should be decided to meet in the mountains or again in our permanent home at Morehead City.

An invitation was then extended to General R. B. Chilton, Manager of the Interstates Exposition to speak to the body in the interests of the Southern Exposition, which is to be held in Raleigh during the months of October and November, 1891.

General Chilton stated that it was specially important that the educational interests of the South should be largely and creditably represented by an exhibit, and he would, if desired, designate a week of the Exposition to be known as "Educational Week." During this week special interest would be centered in educational exhibit and an effort would be made to secure the attendance of a great representative number of teachers with appropriate exercises for the occasion, such as should impress the thousands of visiting strangers with the progress that the South was making in education.

Secretary Harrell introduced a resolution accepting the offer of General Chilton, and promising a big attendance of teachers at the Exposition, which was adopted.

WHEREAS, We deem it of the greatest importance that the educational interests of North Carolina shall be well represented in the Southern Exposition this fall at Raleigh ; therefore be it

Resolved, That we accept the offer of Gen. Chilton of a special "Educational Week" in the Exposition, and we will endeavor to have all the principal schools of our State make exhibits of their work on that occasion.

The new Executive Committee was designated as special committee to secure a fine North Carolina educational exhibit for the Exposition.

After the announcement of to-morrow's work by Mr. Britton, the meeting adjourned.

During the progress of the "german," in the ball-room of the Atlantic, Mr. E. E. Britton entered the hall, bearing a waiter of beautiful flowers. He called for Superintendent Pearsall, of Jones county. Mr. Pearsall came forward and Mr. Britton presented the flowers on behalf of the ladies of Morehead City, in recognition of the earnest plea which Mr. Pearsall had made for the return of the Teachers' Assembly to Morehead City next year.

The Zeta Psi Fraternity gave one of the most enjoyable sails ever seen or heard of in Morehead City, immediately after the german. Beautiful little glasses, on which were engraved the name of the fraternity, and also the boys who gave the sail, were distributed among the ladies as souvenirs of the sail.

NINTH DAY—MORNING SESSION.

THURSDAY, June 25, 1891.

To-day was known as "County Superintendents' Day" in the Assembly. The religious exercises were conducted by Rev. W. G. Clements, of Wake, after the audience had joined in singing.

The following resolution by Supt. Noble was introduced, President McIver in the chair, and was unanimously adopted:

WHEREAS, For the past twenty-five years Mrs. Mary Hemingway, of Boston, Mass., has, at her own cost, maintained for the white children of Wilmington and vicinity the Tileston Normal School, in which hundreds have annually been prepared for business and for teaching in the private and public schools of the State; and

WHEREAS, The work has been ably conducted by Miss Amy M. Bradley, formerly of Maine, whose fine disciplinary powers and executive management have made the school eminently successful and marked her as a born teacher; therefore be it

Resolved, That the North Carolina Teachers' Assembly hereby tender to Mrs. Hemingway and Miss Bradley the thanks of the State for their great and valuable work.

Letters of regret for unavoidable absence from ex-Governor Jarvis and County Superintendent Sentell were read.

On motion of Prof. D. M. Thompson, of Lincolnton, the Executive Committee, acting as the Committee on the Exposition at Raleigh, were empowered to add to their membership so as to have one member from each Congressional District.

The meeting was then placed in the hands of the County Superintendents, and in the absence of Superintendent Isham Royal, President of the Association, Superintendent P. M. Pearsall, the Vice-President, was called to the chair.

The first paper was by Superintendent A. H. MERRITT, of Chatham, upon the subject "Moral Teaching in the Public Schools."

He spoke with interest and profit, and his address was full of instruction. He held that moral instruction was more essential than mental training, and was a duty incumbent upon the State. But the State cannot teach religion. The State has to do with *here*, but religion has to do with *hereafter*. There is no need of a book of morals. The best instruction is found in the sympathetic and loving friendship of the teachers. The Bible is the best text-book on morals, and the only guide to life.

In the course of his address, Superintendent Merritt told an incident of a lady who applied for a certificate to teach in the public schools. The question was asked:

"Tell all you know about the battle of Guilford Court House."

The following was the answer:

"They fought on the water. One thought that the other had gained, but the commander of the ship sent his men to the lower deck and then the other came over to take the other one and the men of the other killed them with swords."

When asked "which whipped?" the laconic reply was "The other." This new and grimly humorous version

of the Battle of Guilford Court House is respectfully commended to Judge Schenck, anent the approaching celebration on the grounds. It is certainly worthy of a conspicuous place in "De archives ob Grabity," made famous by one of North Carolina's ebony legislators.

Mr. J. A. GILMER, County Superintendent of Burke county, was the next speaker. He traced the growth of public schools since the distribution of the public fund under Jackson's administration. He advocated a four months' term and a uniform course in the public schools, and urged it to be practicable when the barriers which were in the way should be removed. He advocated putting all the public school funds into the State Treasury and dividing it out per capita as was advocated by Senator Bryan, of Duplin, in the last Legislature, and was vigorous and forcible in his practical paper.

This paper was upon the subject "A Uniform System of Public Schools," and his argument was as follows:

1. Historical sketch of the origin of the public schools of North Carolina and some of the work they have done.

(2). Explanation of the subject.

(3). Preparations that must be made before we can have a uniform course.

(a). We must establish a four-months' school throughout the whole State before we can adopt this course. (b). We must adopt the books on the State list. (c). We should have permanent teachers in our public schools.

(4). Advantages derived from such a course.

(a). The teacher would be greatly benefited. (b). The pupil would be greatly benefited. (c). The State would also be benefited.

(5). But all that man may do in preparing a uniform course is of no importance unless they conform to God's plans.

Then followed a paper by Prof. J. O. ATKINSON, of Elon College, on the subject, "The Teacher Out of the School-room." He said:

"There are no examples more impressive, no influences more powerful, brought to bear upon students than those taught and impressed by the life and conduct of the teacher.

"Knowledge is power. The teacher is considered the embodiment of knowledge until he proves otherwise. He is, therefore, at all times shedding an untold, an unconscious, but a powerful influence upon his pupils.

"There are three essentials to a successful teacher.

I. Proper conduct at all times and under all circumstances.

II. Preparation of lesson and manner of teaching the lesson before going to the school-room.

III. Punctuality in arriving at the school-room.

"For a teacher to teach morals and live immorally will prove futile. What the country needs to-day above all things is moral elevation. The teacher holds the place of importance second only to the mothers of our land in creating this higher moral sentiment. And the most impressive manner to teach these morals is by the life and conduct of the teacher.

"Preparation! The teacher not only has to prepare the text-book lesson, but prepare himself to present the truths in connection with the lesson in the most impressive manner. The day of dogmas has passed and the teacher or anyone else who would appear dogmatic is looked upon as the store-house of ignorance, rather than the embodiment of knowledge. Teachers with two specific characteristics are needed to-day: (1). Those who are burning with the love of Truth and with the love of the youths whom they long to impregnate with Truth. (2). Those who love teaching for its own sake, and the good to be accomplished in it, rather than those who are in it only for the "boodle" to be obtained by it.

"The noblest and grandest privilege ever given to man was that of mind training. This the teacher is engaged in. He should feel proud of his profession and prove himself worthy of its honors and rewards and duties and privileges."

Professors C. D. McIver and D. H. Hill, Jr., stated that they desired to present some matters of importance to the Superintendents at the close of the regular exercises.

The general meeting was then adjourned, and the special meeting of the County Superintendents' Association was called to order.

The following officers were then elected for the ensuing year: President, C. B. Way, of Buncombe; Vice-President, S. L. Sheep, of Pasquotank; Secretary, W. M. Shaw, of Duplin.

Executive Committee: C. W. Howard, of Lenoir; W. M. Shaw, of Duplin; T. B. Boushall, of Camden.

Prof. Hill, of the Agricultural and Mechanical College, asked the co-operation of the Superintendents in the examination of applicants for positions in his college.

Prof. McIver presented the following subject for discussion: That the number of Superintendents in the State be reduced to about twenty-five, and that the State be divided into that number of districts. After a lively discussion the whole matter was postponed until 3 o'clock p. m.

At 3 p. m. Superintendent Way called the meeting to order.

On motion, Superintendents Pearsall, Gilmer and Merritt were appointed a committee to consider the matter under discussion and report at the next annual meeting.

On motion, Superintendents Sheep, Alderman and Clements were appointed a committee to recommend a plan for raising funds for building school-houses.

On motion, Superintendents Howard, Shaw and Boushall were appointed a committee on programme for next session.

On motion, the Association adjourned to meet in Raleigh during "Educational Week" of the Southern Exposition.

EVENING SESSION.

At night the Assembly was first entertained by a delightful solo by Miss Anna Neal, of Concord, and a most artistic violin solo, "Il Trovatore," by Mr. Thad. Ackley, of the Hotel Orchestra, accompanied on the piano by Mr. V. C. Royster, of Raleigh. Mr. Ackley is quite a finished violinist and bowed his thanks to great applause.

Following this came a discussion on "Compulsory Education." The affirmative was maintained by Superintendent Way, of Buncombe, the negative by Superintendent John S. Long, of Craven. Each presented strong arguments for his position.

This was the first public debate which has ever been held at the Assembly. The question was an important one and greatly interesting to every teacher and friend of education. Owing to growing lateness of the hour both sides were not fully heard nor was a vote taken upon the question; it seemed, however, to be the general impression that there should be some law enacted by the Legislature requiring attendance of children upon some school.

"County Superintendents' Day" has been a gratifying success, with a fine programme and a good attendance of Superintendents. The State has been represented from the Blue Ridge to the Atlantic Ocean, there having been present during the session over forty County Superintendents.

TENTH DAY.

FRIDAY, June 26, 1891.

The blackboard this morning bore the announcement as follows: "Big Friday! The musical contest between the most talented and cultivated young ladies in the music schools of North Carolina."

This contest has been for several months exciting the interest of the musical people of North Carolina, and many of the very best schools for girls have been preparing their most talented and skillful pupil to enter the contest as their representative.

The "Rules" which the committee adopted are as follows:

1. Each contestant to play one piece of her own selection after as much previous practice as she desires. 2. A number of pieces of same grade will be placed in the hands of the committee on the evening of the contest, and each performer will, after coming into the hall, select a piece without seeing it or having ever seen or heard it before, and these pieces will be played at sight without any previous practice. Lots will be drawn as to the place each player will occupy on the programme, and the committee will remain among the audience during the contest. The performers may choose any person to stand beside them at the piano to turn the sheets of music for them.

The young lady who wins that medal may well be proud of the victory, for no such an one will have ever been before won in North Carolina. The interest in this feature of the programme was so great that the Assembly decided to offer two medals, one for instrumental music and one for vocal music, and the same rules will apply to each contest. In the vocal contest each participant may select any person to play accompaniments for both the "prepared" and the "sight piece" if desired.

Long before the hour of 10:30 a. m. the hall was crowded with a cultured audience eager to witness this unique feature of the Assembly programme. The Secretary announced that the committee had been appointed and were located at various convenient points in the hall, but that their names would be kept secret until after both contests were concluded. The young ladies were then seated near the rostrum, and they drew their "sight-piece" while the profound silence of intense interest prevailed among the audience.

The performers were then given a few minutes for "looking over" their pieces, during which time the audience was most pleasantly entertained by Mr. E. E. BRITTON in an admirable paper upon the important and timely topic "The Teacher as a Citizen." He said:

In every clime and in every age there burns in the breast of the creature man a slumbering volcano of love for his country to which the name of *patriotism* is given. The barbaric ages of long ago teem with stories of the men who delighted to be known as true sons of their fatherland, and boasted of the sacrifices they would make; the Greek, the Persian, the Egyptian, the Hebrew, the Roman, all protested their devotion and loyalty. "I am a Roman citizen," has echoed and re-echoed down the corridor of time; "I am an Englishman," has passed into history; "I am a Christian," tells the tale of devoted martyrs at the stake and in the arena.

This "land of the free and home of the brave" has given to the world another anthem sounding from the hearts of millions, "I am an American."

So it has been and so it will be, for the pride of citizenship is dear, and we look up to the folds of the banner which protects us and shout the praises of the land which gave us birth.

Singular as it may seem, *the teacher is a citizen*—a fact which many of us seem to forget in our dealings with the world; we have rights which are to be protected; we have privileges which we ought to grasp. Do we do this? Alas, no; for we too often, ostrich like, hide our heads in the sand and see nothing, hear nothing, beyond the noisy clamor of the school-room or the quiet solitude of our hermit-like homes.

It is not so far back in the musty archives of time but that we can glance upon "Ichabod Crane," an uncanny, but typical, teacher of backwoods schools near to our own day, traveling from house to house with his worldly goods done up in a handkerchief, and no more a *man*, a true man, than one of our Darwinian ancestry.

It is this type of teacher who has left his impress upon the people of the country, and these people, removing to railroad towns, carry their impressions with them, and look upon teachers as mere drones, as necessary evils. Not a pleasant picture, my dear city superintendent; not one on which we gaze with pride, my high school principal; nor a position in which one would like to be placed, my learned college professor.

Yet, we are citizens; we have the same privileges conferred upon us as upon our patrons; we must pay taxes, serve on juries, and, if our lot is cast in the country, we must work on the roads.

The business man looks upon the teacher as one unused to business affairs; he thinks his mind is always busy in conjugating Greek verbs, or diving into the cob-webby history of past ages. "Utterly impractical," he is said to be. One of our friends, formerly one of us, but now a bank president, told me this: "One day," said he, "as I was seated in my office a number of gentlemen entered, and after some conversation informed me that they wished me to accept the position of President of their new bank. I said to them: 'Why, gentlemen, I have always understood that you business men thought teachers visionary dreamers, diletantes.' 'Yes; that's so,' replied one, 'but we look on you as an exception.'"

So it is, friends, we are accused of want of business tact, of not being practical. Right here let me have you store this away: One duty of a teacher is to be more business-like, to be a man of affairs. In all villages and towns we know there are chronic dead-beats, men who obtain goods without the least thought of paying for them. Teachers in charge of private schools know that there is such a class, for on their books they have many an account marked "*N. G.*"

Never should a teacher descend to the habit of contracting debts without the hope of payment. Nothing lowers one business man in another's esteem more than the failure to meet accounts promptly. Our duties as citizens mean that we are to be debt-paying citizens; that we are not to spend a cent for Morehead or Europe until we stand even with the trades people who have credited us. A teacher's name and position obtain credit for him. Remember it is your character on which you obtain credit, and never endanger it. A teacher known to be slow in paying debts soon loses his hold on people and communities, and the pupils look upon him as one whom their parents can't trust, and thus they lose confidence in one under whose instruction they are to pass years.

Let every financial transaction in which you are concerned be as clear as noon-day sun. Let the patrons of your school know the day that a pupil is placed under your charge exactly what the cost is to be, and when payments are to be made. Don't rely on a verbal contract, but have agreements in writing. Have special agreement blanks printed, and see that they are filled out by patrons and in your hands at least during the first week at school of the pupil who is to be paid for.

Every community has its "picayunish" members, and some of these "sore-heads" will be found in your list of patrons. When the day of settlement arrives there will be grumbling like unto the roar of distant thundering. Your account may be disputed; your friends may inform you that Mr. So-and-so says you are trying to swindle him. You are not in the school-room now; your actions must conform to the rules governing business men. What, then, should you do? Why maintain your rights; seek out the man who is slandering you, and, face to face, bring him to terms. "All the world loves a lover," and even yet more does all the world love a manly man.

Following a teacher into social life go all the little petty expressions of discontent which emanate from those whom he may have offended. A visit to this home brings to your ears what has been said about you in another home. Be careful, now, in harmful or sarcastic or bitter reply, but at once make a visit to the party who claims to be aggrieved, or who, out of pure wantonness, has slandered you, and take steps to rectify and straighten matters.

A threadbare coat may look as if its owner was a diligent worker, or it may look as if he were a bankrupt. "Fine feathers make fine birds," and it is a duty which a teacher owes to his community and himself to go well dressed. No sloven in dress can expect to find neatly dressed pupils; no teacher, whose aim should be to improve the people among whom he works, can improve them by being rusty himself. Why, even in dollars and cents it pays to go well dressed, for you will find that the evidence of prosperity and success brings prosperity and success. "To him that hath shall be given," says an unquestioned authority. Hair well trimmed, clean linen, good clothes, shoes polished, nails cleaned, stylish hat—that's the picture of the teacher who wants to make his impress as a citizen. But because it may be fashionable, don't turn into the saloon and billiard parlor; don't be known as the man whom you have only to ask to make up the hand for whist, or euchre, or seven up. Nay, don't even carry a baccarat set with you because you have raised Wales on the back of some offending urchin, and have been the cause of wails both deep and loud when school laws were broken. Don't think that this gives you the privilege which his Royal Highness the Prince of Wales has used once too often.

I number among my teacher acquaintances one who is an earnest teacher, yet he related to a number of teachers the fact that he always left his home at a certain hour in the morning, gave himself a certain number of minutes to reach school, and never stopped on the way. Now, if I had been that teacher's pupil, I should certainly have called him *the school clock*. As citizens, teachers lack sociability; they stay too much at home, and even when they do visit, it is a "rush in and rush out" call.

If our homes are in communities that need enlightenment, how well could it be accomplished by visits. Here is a home where questionable books are read. The teacher drops in, talks about books, mentions some standard ones of intense interest, and has sown good seed. Let me go farther on this question about books. Teachers acting as citizens should urge the establishment of small co-operative library associations, should aid in forming reading clubs, and should lead in all work which tends to elevate the literary tone of a place. In a recent number of *THE NORTH CAROLINA TEACHER* I read a notice which said that in a certain city in North Carolina where a large library was maintained, that there was but one single teacher of the thirty in that city who availed himself of

its privileges, while at the same time these teachers were endeavoring to impress on their pupils the necessity for reading and for keeping up with current events. What a lurid commentary on precept and example!

As I have said, the teacher should be a social animal; he should be a frequent and desired visitor at the houses of his patrons; he should be an honored guest at the parties and entertainments given, but he should be present to elevate and refine, not to lower and debase.

Just here I have an extract from an address delivered by a Georgia teacher before the Georgia Teachers' Association some years ago, which I wish to read, as it bears directly on this point. Let me premise by saying that I do not believe in going as far as our "Cracker" friends would have us go, however. Here it is, and of headings it has for a subject, "How to Dignify the Schoolmaster":

"Let us then, for God's sake, command the respect of the community in which we teach, by our mental as well as our moral attainments. But in order to make his culture and scholarship tell in the uplifting and dignifying of himself and his life-work, the schoolmaster should pay more attention than he usually does to the demands of social life. Whatever the cause of his indifference to society or dislike to it, his unsociability impairs his standing with the world, and consequently, in a great measure, his usefulness as a teacher. Let the schoolmaster feel, then, that it is his duty to mingle with the social world as other men, and participate in its legitimate pleasures.

"If he is invited to a dancing party let him go and dance. There may be serious objections to round dances, but there can be none, it seems to me, to quadrills and cotillions. Should the teacher be invited to a dinner party let him go and dine and be merry, and drink his glass of wine with his host; and if, at the close of the repast, he is pronounced by all present to be a jolly good fellow, this will mean for him power as a man, power as a teacher—an influence of incalculable possibilities. A good knowledge of whist may give a schoolmaster great popularity with social leaders at an evening entertainment. Two objections will, no doubt, be urged against this advice: First, that it goes counter to the religious convictions of many; second, that it is inviting teachers to expose themselves to temptations which many of them are exerting all the energies of mind, body and heart to abolish from the world. My reply to the first objection is that matters of opinion can hardly be dignified as religious convictions; and to the second that it would be better to exert all these energies of mind, body and heart to show how a trained and educated will power can resist these temptations. This sermon of example is universally regarded as the only verifying one. Let the school teacher show his fellow-men that he can drink wine and stop when he has enough; play cards and not become a gambler; dance round dances even, and not develop into a *debauche*, and he will have given parents and pupils and the world at large a practical lesson in

character training. He will have given his fellow-men the positive lesson of militant virtue, and not the negative and dubious one of mere absention.

"Mankind have yet to learn, it would appear, the vital lesson that they cannot grow better by allowing their moral muscle to become flabby from disuse, but only by dealing steady blows to the giants of evil that encompass their hearts, falling, no doubt, again and again, but rising each time, Antæus-like, stronger from contact with mother earth. Ulysses stopped his ears with wax to escape the irresistible melody of the Siren's voice. The man of trained character will face the magic notes with ears wide open, relying for victory over their fascinations, not upon insensibility, but upon self-confident manhood."

I know not how this extract may appear to some, but to my mind the teacher who depends upon the whist-table, the ball-room and the clink, clink of the glass at the festal board is not one whose life and example we may commend to the boys and girls who are to see life through the example of the teacher.

The teacher is not regarded as a power in political life, for he is one of those who keeps away from the caucus and the ballot-box. This is all wrong, for the liberty of our country depends upon an enlightened ballot, and who is to prepare the way for this but the school teacher. Yes, let me emphasize this; take part in politics, use your influence to the purification of the ballot-box. Talk about "Compulsory Education!" Why there should be a law on our State books to enforce every citizen to use the franchise given him.

What an edifying spectacle it is to behold the teacher lounging on the streets of the town, revelling in the delight which is his by reason of the loud "guffaw" with which the last shady story he has told has been received.

Oh, how we might enumerate the mistakes which the teacher makes as a citizen! How blind we are to our faults, and how we criticize our pupils for far lessèr ones!

A higher idea is wanted. A broad-gauge, liberal, patriotic, enterprising man is needed in the teacher's desk.

Speed the day, oh, ye who wield the birch, when this shall come to pass, and when the teacher, as he goes from place to place, shall be known as "The Model Citizen!"

The Committee on the Press submitted the following report through the Chairman, Mr. D. L. Ellis, and it was unanimously adopted:

WHEREAS, The Press, both educational, secular and religious, has ever been the firm friend of the Teachers' Assembly, and by its cheerful co-operation and kindly helpfulness in promoting the interests of our

organization in every way, aided us as a body to accomplish our manifold purposes successfully; therefore, be it

Resolved, 1. That we, the Eighth Annual Assembly, deeply sensible of our obligations to our unselfish coadjutors in the grand work of popularizing education in North Carolina, heartily and unanimously tender them, as our best friends, our most sincere and profound gratitude for their liberality and magnanimity.

Resolved, 2. That these are not perfunctory expressions, but the spontaneous acknowledgment of a real obligation to a noble and true power in our State.

Resolved, 3. That our thanks are especially due to the Goldsboro *Daily Argus*, Raleigh *State Chronicle*, Raleigh *News and Observer*, New Bern *Journal* and Wilmington *Messenger*, represented by those courtly gentlemen, E. E. Britton, F. M. Harper, D. T. Carraway and M. C. S. Noble, through whose efforts our people at large have been kept posted concerning this session of the Assembly.

D. L. ELLIS,

Committee.

Mr. E. E. Britton introduced the following resolution, which was adopted:

Resolved, That the President of the Teachers' Assembly is hereby required to appoint annually a committee of three, to be known as the Press Committee. Said Committee to have charge of all reports of the Assembly proceedings sent out for publication, and that the daily press of North Carolina be requested to avail itself of the services of this committee.

Then came the "Musical Contest," and President McIver stated that this being a matter in which the higher schools for girls in the State were interested, he would ask MISS BETTIE CLARKE, one of the Vice-Presidents of the Assembly and Principal of Granville Institute, Oxford, N. C., to preside on the occasion.

Miss Clarke requested the Secretary to announce the names of the contestants and the programme as follows:

1. Miss Mamie Owen, Salisbury: "Grand Scotch Fantasia or Balmoral."—*By Sivrai.*

2. Miss Julia Brewer, Chowan Baptist Female Institute, Murfreesboro; "Hochzeitnearsch und Elfeureigen."—*By Mendelssohn, arranged by Leiszt.*

3. Miss Alice Lambeth, Female College, Thomasville: "Beethoven's Moonlight Sonata."

4. Miss Mamie Gaskill, (Salisbury) Female College, Greensboro: "Polka De La Reine."—*By Raff*.

5. Miss Bessie Krider, (Salisbury) Peace Institute, Raleigh, N. C.: "Tarantella."—*By Liszt*.

The committee was instructed to judge upon the following points specially: Position of hands and body, pedal, time, expression and understanding.

As each young lady came upon the rostrum and took her seat at the piano she was received with great applause, which, at the conclusion of her piece, was renewed and prolonged for many minutes. They played with wonderful skill, and it was evident that the vast audience was in thorough sympathy with them throughout this severe test of their musical training. The "sight-pieces," though not so difficult, were played with perfect ease and accuracy, and it was hard to decide a contest where each performer was so skilled.

At the conclusion of the contest the Secretary stated that the committee would meet for consultation but not announce their decision until after the vocal contest in the evening. Then great numbers of persons came forward to offer sincere congratulations to each young lady who had acquitted herself so creditably and had exhibited such calm self-possession during the contest.

EVENING SESSION.

Again the hall was packed with people to enjoy another contest—the "Vocal Music." While the preliminaries were being arranged for the performance the audience was entertained by a few choice readings and recitations from Mr. E. E. Britton, of Mt. Olive; Misses Bettie Ball, of Greensboro; Lina McDonald, of Asheville; Miss Julia McCall, of Statesville, and Miss Bessie Krider, of Salisbury.

The vocal contest was as follows:

Miss Willie Simmons (Wake Forest), Peace Institute, Raleigh.

Miss Marian Radcliff, New Bern: "Come to Me."—*By Denza*. And
"In Old Madrid."—*By Trotere*.

Miss Alice Lambeth, Thomasville Female College: "The Fisherman's
Bride."

The interest in this contest was equally as great as it was
in the Instrumental Contest of the morning, and each singer
was greeted by rounds of applause.

At the conclusion of the exercises the committee was
announced as follows:

Prof. S. D'Anna, Lexington, Ky.; Miss M. Burmeister,
Asheville, N. C.; Mrs. D. H. Graves, Selma, N. C.; Mrs.
S. Montgomery Funk, Murfreesboro, N. C.

While the committee were in consultation Prof. Jas. Din-
widdie, President of Peace Institute, came forward, and in
very high terms complimented the young ladies who had
contested for the prizes for instrumental and vocal music.
He said: "Accept this tribute from one who is somewhat
of a stranger in North Carolina, having lately come into
the State from Virginia. I have never seen the work done
here to-day surpassed; it would be a credit anywhere and
in any State. The young ladies have reflected credit on
themselves, their teachers, and the 'Old North State.'"
These sentiments were greeted with applause.

The Secretary then announced the decision of the com-
mittee as follows:

We, the Committee on Music at the Teachers' Assembly on June
26, 1891, decide that, in the Instrumental Music Contest, No. 5 (Miss Bes-
sie Krider) is entitled to the medal, and No. 2 (Miss Julia Brewer) is
worthy of special honorable mention. Each of the young ladies in the
contest exhibited a high order of musical talent and thorough training.
In the Vocal Contest we award the medal to No. 3 (Miss Marian Rad-
cliff).

T. L. GRAVES,
M. BURMEISTER,
S. MONTGOMERY FUNK,
S. D'ANNA.

The two young ladies, Misses Krider and Radcliff, were called to the rostrum, and the Rev. Dr. Thos. E. Skinner, of Raleigh, delivered the handsome gold medals. The speaker was very witty, his apostrophe to household duties, waffles and sewing on buttons in contrast to playing on the piano being particularly amusing and well received by the audience.

ELEVENTH DAY—MORNING SESSION.

SATURDAY, June 27, 1891.

The day has been spent in enjoying the many delights of the sea-side, most of the parties of pleasure seekers having given the morning to the exciting pastime of the blue-fish banks. This sport is unequaled at any other sea-side point in America, and it is not unusual to see a party of ladies return to the hotel with seventy-five or more of these magnificent fish as trophies of an hour or two of sport in trolling. A number of visits were made to-day to the noted Mission Station on Harker's Island. This remarkable work is in the hands of a woman who has spent about thirty years on this remote island, working with the bankers and the wreckers to bring them within the influence of the Gospel of Christianity. A little chapel has been erected upon the island, and it is an objective point of great interest to all visitors to Morehead City.

EVENING SESSION.

The "Farewell Meeting" always has a tinge of sadness in it, but peculiarly so is this meeting to-night after such an unusually successful and pleasant session of the Teachers' Assembly as this one has been. There is no other educational gathering in this country that equals in success and

interest the North Carolina Teachers' Assembly, and the present session has brought together in happiest social intercourse the teachers and friends of education to the astounding aggregate of *three thousand two hundred and forty-six!* Over two thousand of this number were actual teachers and school officers! And they have remained together for *two weeks*, while all other educational associations rarely continue in session more than three or four days.

At 8:30, P. M., President McIver called the meeting to order and announced that a few moments would be given to regular business, if any was on hand.

The following resolution was read and unanimously adopted after approving remarks by several members of the Assembly:

Resolved, That the sincere thanks of the North Carolina Teachers' Assembly be returned to Messrs. Mason & Hamlin (Manufacturers), Boston, Mass., and to their Southern Agents, Messrs. Ludden & Bates, Savannah, Ga., for the very fine Grand Piano and Liszt Organ which they so kindly placed in our Assembly Hall for use during this session. The high quality and sweet tone of these instruments have contributed greatly to the pleasures of this session of the Assembly, they having been used in all our daily devotional exercises, and on Sundays; also in the musical entertainments and in the Gold Medal Musical Contest. For concert, school or home purposes we believe that these pianos and organs are unsurpassed by any other make within our knowledge.

The hotel band, through the courtesy of Messrs. Foster Bros., entertained the assemblage with several delightful pieces, among them the ever popular and beloved "Dixie." As soon as this air was recognized the audience gave vent to their delight by vigorous applause.

Miss Bettie Ball, of Greensboro, recited in a charming manner "Aux Italiens," Miss Homesley at the same time playing the accompaniment "Il Trovatore" on the piano.

A this stage of the proceedings the following telegram was received:

CHATTANOOGA, Tenn., June 27, 1891.

COLONEL EUGENE HARRELL,
Secretary North Carolina Teachers' Assembly,
Morehead City, N. C.:

Tennessee sends greetings to her North Carolina brethren, and assures them a hearty welcome at the meeting of the Southern Educational Association on Lookout Mountain, July 8-11, 1891.

FRANK GOODMAN,
Chairman Local Committee of Arrangements.

Supt. J. J. Blair offered a resolution embodying the suggestion of President McIver concerning a monument to be erected to ARCHIBALD D. MURPHEY and CALVIN H. WILEY, the earliest advocates of schools for the masses. The resolution called for a committee of seven, and the chair named as the committee Messrs. J. J. Blair, Josephus Daniels, S. M. Finger, E. A. Alderman and J. Y. Joyner.

Captain C. B. Denson, of Raleigh, then arose, and in beautiful and expressive language, paid a tribute to our late Governor, DANIEL G. FOWLE, and asked that a committee be appointed to draft resolutions expressive of the feelings of the teachers towards this patriotic citizen and official, whose recent sudden demise so startled and pained the State.

Mr. Josephus Daniels, of Raleigh, seconded the motion and spoke of the devotion of the late Governor to the cause of education. He said that Governor Fowle had remarked "That the greatest ambition of his life was to be Governor of his native State," and emphasized the fact that it was no unworthy ambition, but the desire to advance the interests of the land he loved so well.

Mr. E. E. Britton, Mt. Olive, spoke of the value of the example given by Governor Fowle to every parent, as evidenced by the attention given to the studies of his children, even up to the last hour of his life.

Mr. P. M. Pearsall, of Jones, said Governor Fowle was an educator in more ways than one. His whole public

life showed him to be a powerful exponent of political freedom.

The Secretary spoke of the confidence with which Governor Fowle had entrusted his elder daughter to his North Carolina Assembly party on their European trip, and his last words as the ship cast off from the dock were, "Take care of Helen; she is the light of my life."

The President appointed on the committee Messrs. C. B. Denson, E. L. Hughes, E. E. Britton, P. M. Pearsall and Thomas E. Skinner, D. D.

The committee retired, and in a few minutes reported the following proceedings and resolutions, which were unanimously adopted by a rising vote :

Committee on resolutions in memory of Governor D. G. Fowle met at 9:30 P. M. Present: Messrs. C. B. Denson, Thomas E. Skinner, D. D., E. E. Britton, E. L. Hughes and P. M. Pearsall. Captain C. B. Denson was called to the chair, and E. L. Hughes elected Secretary. The following resolutions were adopted:

WHEREAS, In the dispensations of Divine Providence, the late Chief Magistrate of this State, Daniel G. Fowle, has been removed by death from the scene of his earthly labors; and

WHEREAS, He was one of the most earnest and devoted members of this Assembly; be it

Resolved, That the North Carolina Teachers' Assembly lament in the death of Daniel G. Fowle the loss of a patriotic statesman, who was, as a citizen and as a public officer, the enthusiastic advocate of education, and the friend of every effort to elevate the people in educational and social progress.

Resolved, That as a life-member of this Assembly, we lose in him one of our most devoted and valuable members, constant in his attendance and testifying always the satisfaction with which he partook in our labors.

Resolved, That we recognize and most heartily commend the value of his work in the cause of education, both in his official capacity and as a private citizen, as well as the power of his example to parents in his devotion to the education of his own children, as evidenced in the last hour of his life.

Resolved, That a copy of these resolutions be transmitted to the family of the deceased, and a copy furnished the press.

On motion of Mr. Edward E. Britton, it was

Resolved, That this committee requests the Executive Committee to place a crayon portrait of the late Governor D. G. Fowle in the Assembly Hall.

On motion, the meeting adjourned.

C. B. DENSON, *Chairman*.

E. L. HUGHES, *Secretary*.

President McIver then stated that Prof. Eben Alexander, of the University, had written to him authorizing the announcement that during the summer any teacher who so desired could obtain one month's instruction in Greek from him without any charge, and that he would afterwards continue the work by correspondence, also without charge, thus giving any teacher so desiring a fine opportunity of learning Greek. Prof. Alexander's address is Chapel Hill, and he will make further announcements in THE NORTH CAROLINA TEACHER.

During the session of the Assembly Major Finger had been called to Philadelphia by the serious illness of his wife. A letter was read from him to the President, telling of her improvement ; news very pleasant to the Assembly.

The following resolution was adopted:

Resolved, That the thanks of the North Carolina Teachers' Assembly are hereby tendered to Messrs. Foster Bros., Proprietors of the Atlantic Hotel ; to Mr. C. C. Campbell, the efficient and courteous chief clerk, and his competent assistants, and to all the employees of the hotel for the excellent and satisfactory manner in which they have entertained and served this session of the Assembly, upon which the attendance has reached an aggregate of over three thousand persons, an unparalleled record in its history.

Capt. C. B. Denson then spoke some parting words, telling of the first step taken in the forming of the Assembly at Waynesville during the Press Convention eight years ago, when Major Harrell had told him of his plan for a grand

teachers' meeting, and saying that he felt that bye and bye a monument should be erected to Eugene G. Harrell by the teachers of North Carolina, though he needed no cold stone to take the place of the warm spot he held in the hearts of the teachers.

The Secretary spoke of the enviable record which the Assembly had made, both as to attendance and wonderful growth; and also as to the remarkable safety which had attended the teachers through these years. He said the North Carolina Teachers' Assembly was organized June 16, 1884, at Haywood White Sulphur Springs, with 365 people in attendance. During the past eight years the attendance has aggregated 11,255. At the session just closed at this place the attendance was 3,246.

During these eight years the teachers, under the personal arrangements and escort of the Secretary, have made excursions with large crowds all over our mountains, to Washington City, New York, Niagara Falls, through England, Scotland, Ireland, France, Italy, Switzerland and Germany; have never had a single serious accident; no injury or loss of life or property. No other organization on the globe has such a splendid record.

"As we think of these things surely we must realize that God has indeed held us in the hollow of His hand, and our hearts should proudly swell to the grand anthem of thanks 'Praise God from Whom all Blessings flow.'"

President McIver then spoke the closing words, thanking the teachers for the honor conferred on him, saying that preferment in his own profession was the highest honor his heart desired. He thanked all for the courtesy shown him, by the executive committee, the editorial fraternity and the various people with whom his office threw him in contact.

He spoke of the two further duties left him and his executive committee, viz.: the selection of the next place of

meeting, and the management of the great educational meeting to be held in Raleigh during the Exposition this fall, and asked the sympathy and hearty co-operation of all in these duties.

He closed by congratulating the Assembly on the selection of the scholarly gentleman, Prof. Hugh Morson, as President, who deserved any honor the teachers could confer on him.

The audience then arose and sang "Praise God from Whom all Blessings flow" with zeal and enthusiasm, and the President announced that the regular work of the eighth annual session of the North Carolina Teachers' Assembly was now ended, and the meeting was therefore adjourned until the ninth annual session shall convene on the third Tuesday in June, 1892.

TEMPERANCE DAY.

SUNDAY, June 28, 1891.

By special request, this day has been given to the work of the Woman's Christian Temperance Union in North Carolina.

In the morning Mrs. D. H. Walker, of Rhode Island, now doing evangelistic work for the North Carolina Woman's Christian Temperance Union, preached a most forcible sermon from the words of Christ, "Come Unto Me. Abide in me." She urged that we be not satisfied with merely becoming Christians, but that we should progress in the knowledge of the power and beauty and love of Christ who gave His life for us.

In the afternoon at 4:30 a Demorest Medal Contest took place, the Secretary of the Assembly conducting the exercises. The hall was filled with an appreciative audience, who were first informed concerning these contests by the Secretary of the Assembly and Prof. F. S. Blair, of Menola,

who is the State Superintendent of the Demorest Medal Contests. Prof. Blair exhibited the silver and gold medals offered, and they are certainly very beautiful.

The contestants were six young ladies, whose ages were between twelve and fifteen. They were Misses Corinne Chadwick, Ollie Bell, Etta Adams, Lillie Fulford, Mamie Lee and Janie Lee, all of whom reside in Morehead City, except Miss Chadwick, whose home is in Beaufort.

The judges were Mrs. F. S. Blair, Menola; Miss Bettie Ball, Greensboro, and Mr. E. E. Britton, Mt. Olive.

At the close of the contest the judges retired from the hall and in a few minutes returned. Their report gave the medal to Miss Corinne Chadwick, the sweet little daughter of President Chadwick, of the Atlantic and North Carolina Railroad, who recited "A Voice From the Poor-house." Special mention was made of the recitations of Misses Ollie Bell and Lillie Fulford as particularly meritorious.

The speaking throughout the contest was exceedingly good, and it was stated by several persons present that they have never heard it excelled in a Demorest Contest.

The silver medal was presented to little Miss Chadwick by Mr. J. H. Southgate, of Durham, who made a most delightful and impressive talk in so doing. He very feelingly alluded to the work that the temperance people were trying to do for our country, and he hoped that the time would soon come when our people would be eternally divorced from the liquor traffic.

At night Mrs. D. H. Walker and Prof. F. S. Blair, in a most entertaining and interesting manner, explained the work of the Woman's Christian Temperance Union. Its origin, growth, special lines of work and future prospects were all spoken of.

In conclusion, Mr. Jas. H. Southgate was called upon, and in his earnest way he drove home the truths of the organization whose motto is, "God, and Home, and Native Land."

EDITORIAL.

THE SOUTHERN EDUCATIONAL ASSOCIATION.

The Second Annual Session of the Southern Educational Association, which was held upon Lookout Mountain, Tenn., July 8-11, 1891, was a most important event in the South, and a splendid success in every way. Some eight hundred teachers gave their names for enrollment as members, and the number represents fine delegations from all of the Southern States, with members also from seventeen Northern and Western States. There were present in that grand and august gathering, as was stated by an enthusiastic speaker, "The cream of the teaching profession in the South." It was, indeed, a pleasure and a grand privilege to clasp hands and look into the eyes of so many State Superintendents of Public Instruction and other distinguished educators of our Southland of whom we have been hearing such famous and honorable mention for years—men and women who have been and are shaping the fair destiny of progressive education in our beloved country.

Prominent among those present of whom the South is justly proud, were Hon. Josiah H. Shinn, President, the Superintendent of Public Instruction of Arkansas; Hon. J. R. Preston, Superintendent of Mississippi; Hon. Solomon Palmer, President of East Lake Atheneum, Ala.; Hon. Warren Easton, Superintendent of Schools, New Orleans, La.; Hon. Frank Smith, University of Tennessee; Hon. Robert L. Taylor, Governor of Tennessee; Hon. W. D. Mayfield, Superintendent Public Instruction of South Carolina; Dr. Telfair Hodgson, University of Tennessee; Prof. D. H. Hill, Jr., Agricultural and Mechanical College, Ral-

eigh, N. C.; Hon. J. B. Merwin, editor *American Journal of Education*, St. Louis, Mo.; Prof. H. D. Huffaker, editor *Southern Teacher*, Chattanooga, Tenn.; Dr. Alexander Hogg, Fort Worth, Texas; Prof. E. S. Joynes, University of South Carolina; Miss Clara Conway, of Conway Institute, Memphis, Tenn.; Miss Christine Sullivan, Teacher of Drawing in Cincinnati Schools; Prof. C. B. Van Wie, of Alabama State Normal School; Hon. R. Lin Cave, of Nashville, Tenn.; Rev. G. J. Ramsey, Clinton, La.; Rev. Morgan Calloway, Jr. Austin, Texas; Dr. J. B. Shearer, President Davidson College, N. C.; Prof. Wharton S. Jones, President Tennessee State Teachers' Association; Prof. W. F. Staton, Superintendent Atlanta Schools; Prof. B. M. Zettler, Superintendent Macon Schools; Prof. John P. Patterson, Superintendent Schools Pensacola, Florida; Prof. J. M. Stewart, President Florida State Teachers' Association; Prof. H. E. Chambers, author of "Chambers' United States Histories"; Miss L. A. Field, author of "Fields' History United States"; Miss Jennie Higbee, President of High Schools for Young Ladies, Memphis, Tenn.; Rev. A. C. Millar, of Hendrix College, Conway, Ark.; Prof. Dabney Lipscombe, Agricultural and Mechanical College, Mississippi; Prof. W. W. Seals, Agricultural and Mechanical College, Lake City, Fla.; Prof. E. B. Craighead, Wofford College, S. C.; Miss Ada Henderson, Cameron Public Schools, Texas; Rev. J. W. Conger, Ouachita College, Ark.; Col. John B. Patrick, Military Institute, Anderson, S. C.; Rev. Morgan Calloway, Emory College, Oxford, Ga.; Prof. W. W. Carson, University of Tennessee; Miss Mollie Pierce, County Superintendent Public Schools, Dyersville, Tenn., and hundreds of other distinguished teachers with whom it is indeed an honor to become acquainted, and a privilege to hear speak. The entire South is united in their Educational Association, and the highest order of patriotic enthusiasm prevailed throughout the session. All the

papers were excellent, and upon timely and important topics, and the discussions were interesting and spirited.

The largest delegations to the meeting were from Texas, Mississippi, Arkansas and Louisiana; Texas leading with eighty-five of her best teachers. The delegations from the South Atlantic States were smaller, by reason of the high rate of one and a third fare which the railroads in that section charged the people.

The Association unanimously elected Hon. SOLOMON PALMER, of Alabama, President; EUGENE G. HARRELL, of North Carolina, Secretary and Treasurer; Prof. W. T. WATSON, of Tennessee, Assistant Secretary.

The Executive Committee was instructed to select Atlanta, Birmingham or Montgomery as the place for next meeting, and to prepare for at least four thousand delegates.

All railroads in the South were requested to grant a rate of one fare for round trips, and to attach a membership coupon for two dollars to each ticket; and the railroads will no doubt comply with so reasonable a request for so large a meeting within their territory.

A large and able committee was appointed, with Capt. C. B. Denson, of Raleigh Male Academy, as Chairman, to secure a fine educational exhibit from the South for the Interstates Exposition at Raleigh, October 1st to November 30, 1891.

This meeting upon Lookout Mountain was by far the most important meeting to Southern education ever held within our borders, and its influence will be soon seen and felt for good even to the most remote log-cabin school in this country. Verily, the "Sunny South" is entering upon the glorious dawn of a new and grand educational era of progress and improvement, and each one of the eighty thousand teachers in the Southern States is expected to "put a shoulder to the wheel" and help along this movement. We pledge North Carolina for five hundred

delegates to the third annual session of the Association next summer at any point of meeting that may be selected by the committee.

THE NEW volume of THE NORTH CAROLINA TEACHER will begin with the September number.

ARE YOU a subscriber to THE NORTH CAROLINA TEACHER? We think you will find it very interesting and helpful to you during the coming school term, and we want your name on our books as a regular reader.

HAVE YOU changed your location for the fall term of the schools? If so, please send us the particulars, so that we may inform your friends and acquaintances of the change. They want to know where you are and what you are doing.

THE BEAUTIFUL rosettes that the Vance county teachers had prepared for the Assembly were greatly admired. County Superintendent Crocker showed considerable enterprise and taste in getting them up and it is hoped that all other counties will have similar badges for the next session of the Assembly.

THERE IS a bright outlook for our fall and winter schools. With sixty thousand dollars increase in our public school fund, and the influence of good crops and a general educational awakening an advance will be seen in an increased attendance upon all our private schools and colleges throughout North Carolina.

AT THE recent session of the Southern Educational Association in Chattanooga, Tenn., July 8-11, 1891, the fact that not a single public school superintendent in North Carolina was present was commented upon quite freely. Every other State was largely represented by their leading public school men and women. We promised that North Carolina would do better in the future.

WE EXPECT to give to our readers all the excellent papers that were delivered at the session of the Teachers' Assembly. They will be published in THE TEACHER from time to time as we can obtain them from the speakers. All the subjects under consideration were of special importance to the teachers, and the papers were exceedingly interesting and valuable.

WE WANT to receive copies, for reference, of the proceedings of every State educational association in the United States. The North Carolina Teacher's Assembly will gladly send copies of printed proceedings to all who may desire them. THE TEACHER will try to be a "Committee on Foreign Correspondence" for the purpose of letting its readers know what other States are doing in their annual meetings.

IN THIS number of THE TEACHER we have given place to the entire proceedings of the Teachers' Assembly, and have, therefore, been obliged to exclude all other matter. We feel sure that our readers are anxious to secure as soon as possible the proceedings of the splendid session of the Assembly which has just been held at Morehead City, even though they have to wait until the next number for the excellent miscellaneous articles that we have on hand for publication.

WE ARE now arranging a charming trip to Cuba for fifteen days, beginning on December 27, 1891, just after the Christmas holidays. The tour is planned to give us a week in Havana and four days in the mountains of Cuba. The entire expense of the trip is not to be over \$75, to include all cost of railroad and steamer fare and board at the elegant "Grand Hotel Mascotte" while in Havana. Only fifty persons can be admitted to the party.

North Carolina Teachers' Assembly.

ORGANIZATION FOR 1890-'91.

OFFICERS:

CHARLES D. MCIVER, President, Charlotte.
EUGENE G. HARRELL, Sec. and Treas., Raleigh.

VICE-PRESIDENTS:

- | | |
|--------------------------------|---------------------------------------|
| 1. Hugh Morson, Raleigh. | 5. J. A. Holmes, Chapel Hill. |
| 2. J. J. Blair, Winston. | 6. Alex. Graham, Charlotte. |
| 3. J. B. Brewer, Murfreesboro. | 7. Mrs. Annie McGilvary, Statesville. |
| 4. J. Y. Joyner, Goldsboro. | 8. Miss Rachel Brookfield, New Bern. |
| 9. Miss Bettie Clarke, Oxford. | |

EXECUTIVE COMMITTEE:

CHAS. D. MCIVER, Charlotte,	<i>ex officio</i> President.
EUGENE G. HARRELL, Raleigh,	<i>ex officio</i> Secretary.
George T. Winston, Chapel Hill.	M. C. S. Noble, Wilmington.
W. L. Poteat, Wake Forest College.	E. L. Hughes, Reidsville.
C. B. Denson, Raleigh.	E. McK. Goodwin, Raleigh.
I. D. Howell, Winston.	

COUNSELORS:

Each County Superintendent in North Carolina.

EIGHTH ANNUAL SESSION.

Morehead City, N. C., Tuesday, June 16th, 1891, continuing to June 30th.

OUR ASSEMBLY BUILDING.

All the daily sessions will be held in the handsome building which is the exclusive property of THE NORTH CAROLINA TEACHERS' ASSEMBLY. Our "Teachers' Assembly Building" is one of the handsomest structures of the kind in the country, beautiful in shape and design, excellent in finish, commodious and comfortable in all its appointments. The building is 42 x 100 feet in size, two stories high, and the Assembly Hall is 41 x 80 feet, fifteen feet pitch, well lighted and ventilated, and will comfortably seat twelve hundred people. It is amply provided with black-boards, maps, charts, globes and all other requisites of thorough educational work, and is perfectly private from any and all interruptions. There are well arranged and convenient special rooms for the Officers, Library and Reading-room, Committees, Visiting Editors, and also Educational Exhibits of every description. The whole building is supplied with gas and water. It is beautifully situated by the Sound and may be reached from the Atlantic Hotel by a covered walk-way in case of rain. This elegant structure is an honor to the State, the pride of the profession, and an ornament to our "Summer Educational Capital by the Sea."

THE TEACHERS' BUREAU.

This most valuable and helpful department of the Assembly work was organized in 1887, and since that time it has secured for members of the Assembly some of the best school positions in this and adjoining States. The Bureau is under the special management of Mr. D. L. Ellis, of Fair View, during the session, and it may be freely consulted by teachers wanting positions or by principals and school boards desiring teachers. The Bureau will be of more value this year than ever before in assisting teachers, and there is no charge whatever for any aid it may be able to render. There are already on file a number of applications for teachers which are to be supplied during this session of the Assembly.

EDUCATIONAL EXPOSITION.

Another of the most interesting and valuable features of the Assembly work this session will be the "Educational Exposition." The exhibit will be held in the ten rooms on the first floor of the Assembly Building; it will open on June 17th and continue for two weeks. The display will include every department of school work, books and educational apparatus from leading manufacturers and publishers throughout the country, with Fine Art exhibits from the principal female schools of the State, and displays of work by the pupils of our leading Graded Schools.

OUR DISTINGUISHED GUESTS.

The only organization in the Southern States that is fortunate enough to have secured an engagement this season from the celebrated and most

eloquent speaker in the world, REV. T. DEWITT TALMAGE, D. D., is the North Carolina Teachers' Assembly. He will deliver a lecture at Morehead City on June 18th.

Specially gratifying is it also to have the kind acceptance of HON. W. T. HARRIS, LL.D., of Washington, D. C., the head of the educational system of the United States, of our invitation to visit the Assembly in June. We likewise expect to have with us the enthusiastic and ever-popular REV. J. L. M. CURRY, LL.D., of Richmond, Va., and the noted educator DR. JEROME ALLEN, editor of the *New York School Journal*. It is a rare privilege for Southern teachers to meet such prominent educational leaders.

THE PROGRAMME.

The various committees have worked hard to make the programme for the coming session even better and more interesting than any preceding one. There will be no day which is not of special importance and value to teachers and interesting to every friend of education. Make your arrangements so as to go to Morehead City on the first day of the session and remain to its close and you will be many times repaid for the very slight expense incurred.

Examine the programme carefully and go to the Assembly prepared not only to enjoy everything, but also to take part in the discussions upon the various subjects under consideration.

If you are a musician, or music teacher, carry your books with you and be ready to contribute of your talent to the general pleasure of the Assembly.

A handsome Mason & Hamlin Grand Piano and a Pipe Organ have been placed in the Assembly Hall by Messrs. Ludden & Bates, dealers in pianos and organs, of Savannah, Ga., for the exclusive use of the Assembly during the session.

REGULAR WORK.

The daily sessions will convene at 10:30 o'clock A. M. and adjourn at 1 o'clock, the first hour being given to the consideration of regular business and reports of special committees. Full and free discussion by members of the Assembly is invited upon all questions under consideration.

The business sessions each day will work according to the following Order of Exercisers:

1. Reports of Special and Standing Committees.
2. Reading of Resolutions and Communications.
3. Unfinished Business.
4. New and Miscellaneous Business.

OUTLINE PROGRAMME
OF THE
North Carolina Teachers' Assembly.

MOREHEAD CITY, N. C., JUNE 16—30, 1891.

—⑧—Eighth Annual Session.—⑧—

Tuesday, June 16th, 1891.

Departure for Morehead City. All railway trains in the State will make close connection at Goldsboro on that day with the Atlantic & North Carolina Railroad for Morehead City.

Wednesday, June 17th.

10:30 A. M.

OPENING ADDRESS—Hon. Geo. W. Sanderlin, Raleigh.

2:30 P. M.

Complimentary sail to members of the Assembly by the "Sharpie Fleet" of Beaufort and Morehead City, visiting Fort Macon, the Surf and other points of interest on the Atlantic coast.

8:30 P. M.

ANNUAL ADDRESS—President Chas. D. McIver, Charlotte.

Thursday, June 18th.

"POPULAR EDUCATION DAY."

10:30 A. M.

GENERAL DISCUSSION—"Uniform Course of Study for Four-Months' Public Schools." Hon. S. M. Finger, State Superintendent of Public Instruction will outline the plan of this course.

ADDRESS—"What Business Men expect of the Public Schools." Mr. N. L. Shaw, Warrenton, N. C.

8:30 P. M.

ADDRESS—REV. T. DEWITT TALMAGE, D. D., Brooklyn, N. Y.

Friday, June 19th.

"CLASSICAL DAY."

10:30 A. M.

HOW TO MAKE THE STUDY OF THE CLASSICS POPULAR—Superintendent Alexander Graham, Charlotte.

WHY TEACHERS SHOULD READ THE HOMERIC POEMS—Professor J. M. Horner, Oxford.

METHODS OF TEACHING LATIN IN PREPARATORY SCHOOLS—Professor Washington Catlett, Wilmington.

SAPPHO—Dr. C. R. Harding, Davidson College.

PREPARATORY LATIN—LEADING FACTS AND PRINCIPLES TO BE EMPHASIZED—Superintendent B. C. McIver, Fayetteville.

A PLEA FOR THE STUDY OF GREEK—Professor J. Franklin Davis, Guilford College.

8:30 P. M.

ADDRESS—"Greek and Latin for Girls." Professor E. Alexander, University of North Carolina.

Saturday, June 20th.

REST AND RECREATION.

8:30 P. M.

GENERAL DISCUSSION—"The Model Teacher—County Superintendent—School Committeeman—Patron." Each "model" to be discussed for ten minutes.

Sunday, June 21st.

Religious services in Assembly Hall at 11 o'clock A. M. and 8:30 P. M.

Monday, June 22d.

"COLLEGE DAY."

GENERAL DISCUSSION—"How to Promote and Foster the Interests of the Colleges of North Carolina." The discussion will be in charge of the faculties of the University and the Colleges of the State.

ADDRESS—Rev. Chas. E. Taylor, D. D., President Wake Forest College.

8:30 P. M.

ADDRESS—HON. WILLIAM T. HARRIS, LD.D., United States Commissioner of Education.

Tuesday, June 28d

"ENGLISH LITERATURE DAY."

PRACTICAL PHONICS—Prof. J. I. Armstrong, Trinity College.

THE ETHICAL VALUE OF THE NOVEL—Professor D. H. Hill, Agricultural and Mechanical College, Raleigh.

LIFE AS REFLECTED FROM THE EIGHTEENTH CENTURY ESSAYISTS—Prof. Lucius P. McGehee, Bingham School.

ENGLISH SURNAMES—Prof. W. S. Currell, Davidson College.

8:30 P. M.

ADDRESS—"The Christian Epic." Rev. Thomas Hume, D. D., University of North Carolina.

Wednesday, June 24th.

"PHYSICAL AND VOCAL CULTURE DAY."

General Discussion under direction of Mr. E. L. Hughes, Superintendent Reidsville Public Schools. Subjects: "Music in Schools," "Development and Care of the Body," "Gymnastics and Gymnastic Apparatus," "The Voice, its Development and Use."

8:30 P. M.

EXHIBITION OF PRACTICAL EXERCISES IN LIGHT GYMNASICS FOR SCHOOLS.

Thursday, June 25th.

"COUNTY SUPERINTENDENTS' DAY."

Directors:—Superintendents W. G. Clements, of Wake; J. A. Anthony, of Cleveland; J. A. Gilmer, of Burke, and W. S. Barnes, of Wilson.

10:30 A. M.

"WHAT IS MORAL TEACHING?"—A. H. Merritt, of Chatham, and Superintendent R. A. Sentell, of Haywood.

"A FOUR-MONTHS' PUBLIC SCHOOL"—Superintendent J. A. Gilmer, of Burke, and Superintendent Henry Harding, of Pitt.

"THE TEACHER OUT OF THE SCHOOL ROOM"—Prof. J. O. Atkinson, of Elon College, and Prof. Chas. D. McIver, State Institute Conductor.

"COMPULSORY EDUCATION"—Superintendent C. B. Way, of Buncombe, and Superintendent John S. Long, of Craven.

"DIFFICULTIES IN MY WORK"—General discussion by Superintendents.

8:30 P. M.

ADDRESS—"What the Public Schools Ought to Accomplish." HON. T. J. JARVIS, of Greenville.

Friday, June 26th.

COMPETITIVE MUSICAL CONTEST.

Between pupils in the High Schools and the Colleges for girls. The successful competitor to be awarded a handsome Gold Medal by the Assembly. Separate contests in Vocal and Instrumental Music. "Rules" will be furnished by the Secretary upon application.

8:30 P. M.

LITERARY AND MUSICAL ENTERTAINMENT,

By members of the Teachers' Assembly.

Saturday, June 27th

"LOCATION DAY."

10:30 A. M.

Selection of a place for holding the next session of the Assembly. Consideration of propositions from various cities in the State. Annual election of Officers and Committees.

8:30 P. M.

ADDRESS—"The Teacher as a Citizen." E. E. Britton, Mt. Olive.

Sunday, June 28th.

11:50 A. M.

"WOMAN'S CHRISTIAN TEMPERANCE UNION DAY."

General discussion of all matters relating to the work of the "Woman's Christian Temperance Union," as pertaining to the schools and colleges.

8:30 P. M.

DEMOREST GOLD MEDAL DECLAMATION CONTEST.

Monday, June 29th.

"PRESS DAY."

10:30 A. M.

Programme under the direction of Mr. Joseph P. Caldwell, Editor of *Statesville Landmark* and President of the North Carolina Press Association.

8:30 P. M.

ADDRESS—REV. J. L. M. CURRY, LL.D., of Richmond, Va.

SPECIAL WORK.

REV. JOHN F. CROWELL, President of Trinity College, will give a course of practical instruction to a class in "Political Economy." This is an important and timely topic.

MR. CHARLES MANGUM, of the University, will have charge of the department of "School Gymnastics," giving daily instruction to a class.

MISS LILIAN HOMESLEY, Assistant Teacher of Music in St. Mary's School, Raleigh, will direct the music in the daily opening exercises and for the devotional services on Sundays.

MISS ADDIE RAMSEY, of Peace Institute, Raleigh, has accepted the position of Stenographic Secretary for the Assembly. The lectures of Dr. Talmage, Dr. Harris, Dr. Curry, Dr. Allen and other prominent speakers will be taken in shorthand for publication.



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